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ABSTRACT

This course syllabus is part of the comprehensive competency-based elementary teacher education program developed at the College of Education, University of Toledo for the U.S. Office of Education. The first course in the elementary education sequence consists of 12 learning modules: a) Performance Skills and Inquiry; b) Group Process--Principles and Experiences; c) Value Criteria and Related Areas with Value Clarification Strategies; d) Value Conflict among School Roles; e) Social Class, Values and School Behaviors; f) Teacher Professionalism and Accountability; g) Operation of Audiovisual Equipment; h) Multiunit School/Individually Guided Education (MUS/IGE): Context of American Public Education; i) MUS/IGE: Organization; j) MUS/IGE: Operation; k) Instructional Systems Design; and l) Observation of a School Instructional Unit. Each module contains a list of prerequisite modules, underlying rationale for the module, objectives of the module, concept statements, learning activities and materials, and assessment instruments. (See related documents: SP 007 693, 007 702, 007 701, 007 704, and 007 705.) (HMD)

ED 087724

Elementary Education

312:320

Modules 1-12

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SP 007 703

THE UNIVERSITY OF TOLEDO

COMPETENCY BASED TEACHER EDUCATION PROGRAM

ELEMENTARY TEACHING AND LEARNING I

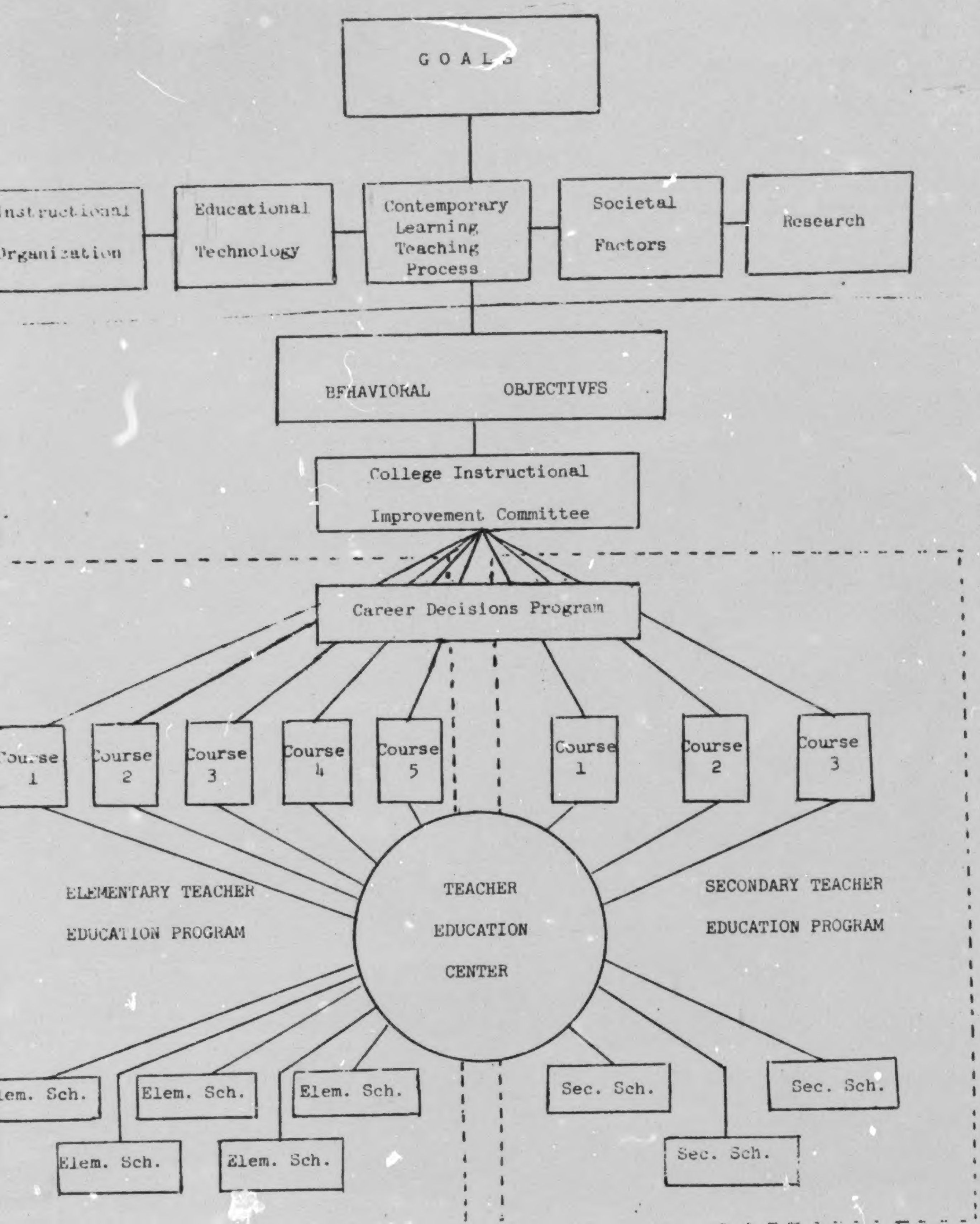
312:320

1. Performance Skills and Inquiry
2. Group Process - Principals and Experiences
3. Value Criteria and Related Areas With Value Clarification Strategies
4. Value Conflict Among School Roles
5. Social Class, Values and School Behaviors
6. Teacher Professionalism and Accountability
7. Operation of Audio Visual Equipment
8. MUS/IGE: Context of American Public Education
9. MUS/IGE: Organization of a Multi-Unit School
10. MUS/IGE: Operation of a Multi-Unit School
11. Instructional Systems Design
12. Observation of a School Instructional Unit

Included in this notebook are the revised CBTE Modules. New materials as well as handouts which should not be considered prior to their exposure in class, will be distributed by the instructors at the appropriate time. Your reactions to these materials are earnestly solicited and formal asessment devices will be administered periodically to get that feedback. The University of Toledo has developed a model for teacher education and with your assistance we will be able to perfect it.

The University of Toledo CBTE program involves complete attention to all groups involved with teacher preparation and the continued improvement of teachers. For additional information related to the rationale and the other phases of the program (secondary and in-service) the reader is referred to the following four Educational Comment booklets; "Contexts for Teacher Education" 1969; "The Ohio Model and The Multi-Unit School 1971, Field-Based Teacher Education: Emerging Relationships" 1972 "Teacher Education for an Urban Setting, and Partners for Educational Reform and Renewal: Competency-Based Teacher Education, Individually Guided Education, and Multi-Unit School by Dickson, Saxe, et.al. The latter is published by McCutchan Publishing Corp. and the booklets by the University of Toledo College of Education. The diagram on the following page, illustrates the interrelationship between the goals of program, the structure of the curriculum and the laboratory (the schools).

A MODEL OF A COMPETENCY BASED TEACHER EDUCATION PROGRAM


GOALS
nstructional Organization
Educational Technology
Contemporary Learning Teaching Process
Societal Factors
Research
BEHAVIORAL OBJECTIVES
College Instructional Improvement Committee
Career Decisions Program
ourse 1
Course 2
Course 3
Course 4
Course 5
Course 1
Course 2
Course 3
ELEMENTARY TEACHER EDUCATION PROGRAM
TEACHER EDUCATION CENTER
SECONDARY TEACHER EDUCATION PROGRAM
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Sec. Sch.
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312-320

Module One

I. Department/Context: Contemporary Learning-Teaching Process

II. Subject/Topic: Cognitive Domain

III. Title: Performance Skills in Inquiry

IV. Prerequisites: none

V. Rationale: With the tremendous impact of the knowledge explosion, it becomes evident that learning how to learn, rather than the memorization of factual data, has become the critical factor for survival in the world of today and tomorrow. The method of inquiry, which focuses on the learning process rather than the learning content, is a method to facilitate the thinking process of formulating and testing hypothesis, and the comparison of the strength of relevant theories in a content setting.

VI. Behavioral Objectives:

1. In an actual or simulated classroom situation, you will teach a lesson using Suchman inquiry methods which will include:

   a. The rules and purposes of inquiry;
   b. Preassessment;
   c. Student inquiry;
   d. Student and/or teacher summaries, and a follow up analysis of the process of inquiry, enabling students to state how they can ask more productive statements in subsequent inquiry sessions.
   You will receive a cooperative peer evaluation averaging 3.5 or higher on the INQUIRY LESSONS GROUP EVALUATION FORM and/or on your instructor's evaluation of specified criteria on the INQUIRY SELF EVALUATION FORM.

2. Having completed objective 1 above, you will, in an actual or simulated classroom situation teach a lesson expanding upon and making more inductive, the inquiry process. To be included are evidences of your role of: planner; introducer; questioner and sustainer of inquiry; rewarder; and value investigator. You will receive a cooperative peer evaluation of 3.5 or higher on the EXPANDED INQUIRY LESSON GROUP EVALUATION FORM and/or your instructor's evaluation of specified criteria on the EXPANDED INQUIRY LESSON SELF EVALUATION FORM, items 1-7.

VII. Concept Statements (or ideas to be learned); objective 1:

1. Inquiry is a process learning technique; that is, it involves students in learning how to learn. This is done by the students asking questions.

2. Inquiry shifts the responsibility for learning away from the teacher and toward the learner.

3. The general rules for inquiry are:

   a. All questions must be asked in such a way that they can be answered "yes or "no." (Although the teacher may, in certain circumstances, answer differently).
   b. Questions must be asked one at a time.
   c. A single student may continue asking questions until he has completed his thought trend.
   d. Students may confer among themselves.
   e, A summary may be called for at any time by either the students or teacher.

4. The role of the teacher in the inquiry process is to:

   a. Provide the focus of the lesson (e.g., objects, properties, conditions, events) which motivates students to discover what they need to learn.
   b. Answer students' questions (primarily "yes" and "no").
   c. Provide student reinforcement throughout the inquiry session.
   d. Conduct a follow-up analysis of the process which looks at the levels and the sequence of the students' questions by having students:

      1) Summarize the questioning procedure; and
      2) Identify how they can improve their questioning procedures.

   e. If an Inquiry Analysis Matrix is used, this may be reviewed by the teacher or the person who tallied the information. (For example of the Inquiry Analysis Matrix, see Appendix A).

5. The follow-up analysis, in addition to the above points, covers the hypotheses of the students and the manner in which they were tested.

   a. Questions should generally proceed deductively; that is, from the general to the specific.
   b. Questions should generally be phrased to quickly eliminate irrelevant data from further consideration.
   c. Responses to questions containing words such as "could," "ever," "have anything to do with," can often be confusing or misleading.
   d. To properly test hypotheses, one should narrow down through preparatory questions, rather than the guess or "shot in the dark" approach.

Objective 2

1. Since expanded inquiry is an inductive rather than a deductive process, the solutions obtained are not confined to a single problem.

2. Teacher roles for expanded inquiry are:

   a. Planner;
   b. Introducer;
   c. Manager;

   d. Reflector or rewarder of questions;
   e. Value investigator; and
   f. Questioner and sustainer of the inquiry process.

3. The teacher maintains a non-evaluative role, avoiding the roles of reinforcer or critic since either will tend to direct the discussion and thereby discourage the open-endedness designed to be achieved through the process.

4. Particular questions will sustain the inquiry process as exemplified in A BEHAVIORAL APPROACH TO TEACHING, by Baird, et. al., Wm C. Brown Company, 1972.

VIII. Learning Activities:

Perception

1. Observe and/or participate in the Inquiry Session Demonstration.

2. Observe fellow students as they do peer group teaching or micro-teaching of an inquiry lesson.

3. Read Creative Encounters in the Classroom by Massialas and Zivens (first three chapters).

4. Read Mary Lou Hedland from SRA Insight.

Conceptualization

1. Participate in the discussion held at the Inquiry Session Demonostration.

2. Participate in the evaluation sessions of other students' inquiry presentations.

3. Study the concept statements.

4. Study pp. 1-27 and do Learning Activities suggested in A Behavioral Introduction to Teaching by Baird, et. al.

5. Read Teaching as a Subversive Activity by Postman and Weingartner

Application

1. Practice the inquiry process with the topic you intend to use with younger siblings at home, fellow students, etc.

2. Using the Inquiry Analysis Matrix, tally a fellow student as he is evaluated.

Evaluation: Schedule a time with your advisor to perform your inquiry lessons, teach them and participate in the critique. Then submit the completed "Inquiry Self-Evaluation" and Inquiry Team Evaluation" forms to the evaluator.

Re-teach if requested to do so.

INQUIRY LESSONS GROUP-EVALUATION FORM

(To be completed by college students who observe, or participate as learners in the inquiry session).

Name ______________________________ Team ___________

Mark this form to indicate group consensus.

1. How well did the teacher explain the purpose of inquiry?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

2. How well did the teacher explain the rules of inquiry?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

3. How well did the teacher utilize preassessment?

a. Lesson 1

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

b. Lesson 2

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

c. Lesson 3

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

4. How well did the teacher maintain his role of answering questions with a "yes" or "no"?

a. Lesson 1

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

b. Lesson 2

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

c. Lesson 3

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

5. How well did the teacher reinforce good questioning procedures by students?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

6. How well did the teacher utilize student summaries during the sessions?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

7. How well did the teacher conduct a discussion after each lesson of:

a. How the students felt about the sessions?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

b. How students arrived at their conclusions?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

c. How well did the teacher help students evaluate the types of questions they asked?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

d. How well did the teacher help students determine what "yes" and "no" answers meant?

very well 6 | 5 | 4 | 3 | 2 | 1 very poorly

INQUIRY LESSON SELF-EVALUATION FORM

(This form also used by faculty members utilizing a 6-point rating scale on items 1-6 with a rating of the follow-up analysis session doubled).

______________________________ Name

______________________________ Team #

1. How did I help students understand the purpose of inquiry?

2. How did I help students understand and apply the rules of inquiry?

3. How did I preassess and with what results?

4. How well did I maintain may role of primarily answering questions with a "yes" or "no"?

5. Did I give reinforcement during the session? How?

6. How did I use the technique of student summaries and with what results?

INQUIRY LESSON SELF-EVALUATION FORM

7. In the analysis or follow-up of the inquiry session, how effectively did I discuss:

   a. How students felt about the session.

      Typical Comments:

   b. How the students arrived at their conclusions.

      Typical comments:

   c. What types of questions students asked.

   d. What "yes" and "no" answers meant.

   e. How such words as "ever", "never", "possibly", "have anything to do with" are frequently misleading.

      Typical comments:

8. What was my purpose for this inquiry session?

9. Additional comments on such things as, referent, classroom atmosphere, improvements you plan for your next session.

EXPANDED INQUIRY LESSON GROUP EVALUATION FORM

Name______________________________

Mark this form to indicate group consensus:

1. How well did the teacher fulfill the role of planner?

   very well 6 5 4 3 2 1 very poorly

2. How well did the teacher fulfill the role of introducer?

   very well 6 5 4 3 2 1 very poorly

3. How well did the teacher fulfill the role of questioner and restrainer of inquiry?

   very well 6 5 4 3 2 1 very poorly

4. How well did the teacher fulfill the role of reflector or rewarder?

   very well 6 5 4 3 2 1 very poorly

5. How well did the teacher fulfill the role of maintaining a non-evaluative (neither reinforcer nor critic) atmosphere?

   very well 6 5 4 3 2 1 very poorly

6. How well did the teacher fulfill the role of value investigator?

   very well 6 5 4 3 2 1 very poorly

Additional comments:

EXPANDED INQUIRY SELF-EVALUATION FORM

(Note: This form will also be used by your instructor, utilizing a 1-6 rating scale on items 1-7).

Name ____

1. What was the topic of my expanded inquiry lesson?

2. How did I fulfill my role as planner? Be specific.

3. How did I fulfill my role as introducer? Be specific.

4. How did I fulfill my role as questioner and sustainer of Inquiry? Be specific.

5. How did I fulfill my role as reflector or rewarder of questions?

6. How did I fulfill my role of maintaining a non-evaluative atmosphere (neither reinforcing nor punishing)? Be specific.

7. How did I fulfill my role as value investigator? Be specific.

8. What could I have done to improve my lesson? Be specific.

QUIRY
ALYSIS
ATRIX

TYPES OF QUESTIONS ASKED BY STUDENTS

Student	INAPPROPRIATE Can't be answered "yes" or "no."	NOT PAYING ATTENTION The question had been asked previously by another student.	REINFORCEMENT Obvious "yes" question. Note: This may be confused with INATTENTION.	GOAL ESTABLISHMENT To identify the purposes of the inquiry.	STRUCTURE How is the thing made?	FUNCTION How does it work?	PURPOSE What can it do?	HYPOTHESIS If it ___, then would ___ also be true?	ALL OR NONE A guess or "shot in the dark" question	SUMMARIZES OR CALLS FOR A SUMMARY
No Questions Asked										

ANALYSIS SUMMARY AND COMMENTS

Other potential data sources:

1. By numbering questions asked, a sepuence may be obtained enabling an analysis of how the group approached and solved the problem. Questions are merely numbered in the order in which they are asked.
2. By marking a seating chart according to who asked questions, one may obtain a graphic representation of the participation. This may help in determining seating arrangements which would facilitate participation for students who are reluctant.
3. Questions asked in sequence related to the same idea may be joined by a line.

uiry
alysis
Matrix

Student	INAPPROPRIATE Can't be answered "yes" or "no."	NOT PAYING ATTENTION The question had been asked previously by another student.	REINFORCEMENT Obvious "yes" question. Note: This may be confused with INATTENTION.	GOAL ESTABLISHMENT To identify the purposes of the inquiry.	STRUCTURE How is the thing made?	FUNCTION How does it work?	PURPOSE What can it do?	HYPOTHESIS If it ____, then would ____ also be true?	ALL OR NONE A guess or "shot in the dark" question.	SUMMARIZES OR CALLS FOR A SUMMARY	ANALYSIS SUMMARY AND COMMENTS
BAIRD				⑦ [illegible]	[illegible]	㉖		⑯		⑰	Asks good questions, perceptive - SHOWS UNDERSTANDING OF INQUIRY PROCES
BELT				[illegible] [illegible]						㉗ [illegible]	SHOWS ABILITY TO BUILD UPON OTHERS DATA, TO SYNTHESIZE W/ LITTLE PARTICIPATION.
COHEN						㉓ ㉔					POSSIBLY DISINTERESTED IN GENER TOPICS PARTICIPATES ONLY IN PARTICULAR AREA.
GENTRY				④	⑨-⑬	⑩	⑪	㉒		[illegible]	EAGER, WILLING TO CARRY LOAD IF ALLOWED, UNDERSTANDS INQUIRY. GRO INTERACTION SHOULD CHANGE IN HIS ABSENCE
HERSH				⑤			⑫ ⑭ ⑮				ASKS PERCEPTIVE QUESTIONS - USES OTHER'S DATA WELL.
LEE											NON-PARTICIPANT, NEEDS TO BE MOTIVAT TO ASK A QUESTION - THEN REINFORCED IMMEDIATELY.
YORKE	[illegible]	[illegible]	[illegible]						⑥ [illegible]		GENERALLY OFF-TASK QUESTIONS - NEE HELP IN QUESTIONING, DATA-GATHERIN TECHNIQUES -
No Questions asked	1	1	1	6	2	4	4	2	2	6	

Other potential data sources:

1. By numbering questions asked, a sequence may be obtained enabling an analysis of how the group approached and solved the problem. Questions are merely numbered in the order in which they are asked.
2. By marking a seating chart according to who asked questions, one may obtain a graphic representation of the participation. This may help in determining seating arrangements which would facilitate participation for students who are reluctant.
3. Questions asked in sequence related to the same idea may be joined by a line.

Note: Appreciation is gratefully acknowledged to the Individualized Secondary Teacher Education Program (ISTEP) of Brigham Young University, under the director of Dr. J. Hugh Baird for much of the content of this module.

University of Toledo

Course 312:320

Module 02: Group Process-
Principals and Experiences

Fall 1973 Revision/Meinke, Mutterer

312:320

Module Two

I. Department/Context: Department of Educational Psychology/Contemporary Teaching-Learning Process

II. Subject/Topic: Affective Domain

III. Title: Group Process - Principles and Experiences

IV. Prerequisite (Modules): None

V. Rationale and Introduction:

Introduction: The Group Process Module has been designed to provide information concerning group dynamics and techniques and to provide experiences for participants in a variety of group experiences. The major components of this instructional system are, therefore, didactic and experiential. It is the explicit assumption of the developers of this module that specific skills and competencies can be identified as learning tasks and that these proficiencies can be demonstrated behaviorally at specified levels of criterion performance. It is further assumed that specific experiences in a group situation are necessary for participants to become more aware, sensitive, and open to themselves and others. Further, the group experience provides a laboratory setting in which to experience and to try out new behaviors and group techniques as a participant. The rationale underpinning this instructional system is founded upon the principle of an integration of the behavioral and experiential approaches to learning.

VI. Behavioral Objectives:

A. Terminal Objectives: This module was designed to provide experiences such that the student will be able to list the uses of group processes in the classroom, to demonstrate skills in the group process appropriate within their classrooms, and when given the opportunity to observe a group activity, to list strengths and weaknesses of the group.

B. This module was further designed to provide experiences in a group setting to enable the student to become more open to new experiences and to become more aware of his feelings and the feelings of others.

Enabling Objectives:

1. The student will:

Become more open to experience.
Become more aware of feelings of self.
Become more sensitive to the expressions of others, both verbal and non-verbal.

Become more acceptant of conflicting expressive behaviors.
Become more mediational than prescriptive in the interaction and interpretation of the behaviors of group members.

2. Given a group situation the student will be able to analyze the process and to initiate role playing as a facilitative strategy when specific cues would warrant this procedure.

3. During a fifteen minute recall session the learner will list eight out of ten principles of group dynamics and to write the procedures for five of six leader intervention techniques.

4. Given a group situation the learner will observe and analyze the group process in terms of the principles of group dynamics.

5. Given a group situation in a classroom setting and the learner's analysis of the dynamics of the group process, the learner will demonstrate the utilization of appropriate leader intervention techniques and/or facilitative techniques.

VII. Preassessment: Each student should be given a private conference or interview so that he or she may deselect himself with reason from the group experience. The interviewer may also recommend non-participation for a student as a result of the interview.

VIII. Instructional Activities: Two alternative procedures are recommended although both may be integrated into one set of activities.

Alternative A:

Day One - Form the group structure and set basic rules.
Day Two - Focus attention on feelings.
    Milling about technique
    Choose partner
    Back to back exploration
    Discover who is stronger
    Use cooperation for setting down and getting up.
Day Three - Milling about
    Choose partner
    Trust Walk
    Trust Fall
Day Four - Large group experience
    Circle closed eyes run
    Come together/sit down
    Select a partner and form small groups
Day Five - Large group pass
    Move together
    Develop trust for community development
Day Six - Milling about
    Find partner and explain why selected
    Do trust falls.
    Break up into school groups.

Day Seven - Milling about
Select partner with each person able to say no.
Choose own group eight

Alternative B:

Day One - Group member interview (nonverbal choice) (GA) (60 min)
a) who are you?
b) who is the person who influenced you most? why?
c) what animal do you most identify with? why?
First impressions (60 min) (GA)
Non-verbal communication of group goals (60 min) (GA)
Listening triads (GP) (405)
Paddleing
Use of guidebooks
Dress
Buddy-buddy, professional standards
Day Two - What's your bag? (GA) (3 hrs.)
Ranking group characteristics (GP) (60)
One way; two-way communication (GP) (4-5)
Square's game (60 min) (GP)
Task-people questionnaire (GP) (40)
Problem-solving reactions form (GP) (40)
Day Three - Role playing and group process observation (GP) (2 hrs.)
Day Four - Hollow square
Towers
Peer perceptions
Managing frustrations

Materials:

Handbooks from University Associates Press

Gibb, J. R. "The Counselor as a Role-Free Person." In Parker, C. A. Counseling Theories and Counselor Education. Boston: Houghton-Mifflin Company, 1968.

University of Toledo

Course 312-320

Module 03: Value Criteria and Related Areas with Value Clarification Strategies

Fall 1973 Revision/Turpin

312:320

Module Three

I. **Department/Context:** Contemporary Learning-Teaching Process

II. **Subject/Topic:** Affective Domain and Social Learning

III. **Title:** Values Criteria and Related Areas with Value Clarification Strategies

IV. **Prerequisites:** Career Decisions or Equivalent

V. **Rationale:** Many people have quasi values based upon intuitive or unknown criteria because they do not understand the process of establishing a value, or have not had sufficient opportunity to clarify their values.

VI. Introduction

This module deals with the training of pre-service and in-service teachers to deal with values in the classroom using the philosophy and techniques of value clarification. The approach to value clarification used in this module is basically the same as the one described in the book Values and Teaching by Jim Raths, Merrill Harmin, and Sidney Simon.

VII. General Objective

Upon completion of this module, the student will understand the value clarification philosophy presented in this treatment and apply these techniques in a classroom situation.

VIII. Behavioral Objectives:

(1) The student will be able to list all seven requirements which define a value and explain in his own words why each is necessary as explained in class discussion.
(2) The student will be able to list seven of the ten value-rich areas.
(3) Given a randomly ordered set of descriptions and a list of clarifying strategies, the student will be able to match the strategy with the appropriate descriptions without error.

The following application level behavioral objectives are subdivided into the three levels of task or terminal behavior, conditions and criteria.

(4) Behavioral Objective For the Rank Order
The student will be able to:
Task: Demonstrate in the classroom ability to use his own Rank Order with students.
Conditions: In a classroom situation.
Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Rank Order," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(5) Behavioral objective for the Value Continuum
The Student will be able to:
Task: Demonstrate in the classroom ability to use his own Value Continuum, with students.
Conditions: In a classroom situation.
Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Value Continuum," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(6) Behavioral objective for the Clarifying Response. The student will be able to:
Task: Demonstrate in the Classroom ability to use his own Clarifying Response with students.
Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Clarifying Response," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See module Appendix)

(7) Behavioral objective for the values sheet. The student will be able to:

Task: Demonstrate in the classroom ability to use his own Values Sheet with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Values Sheet," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(8) Behavioral objective for "Voting". The student will be able to:

Task: Demonstrate in the classroom ability to use his own Voting List with students.

Conditions: In a classroom situation

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Voting List," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(9) Behavioral objective for proud whip. The student will be able to:

Task: Demonstrate in the classroom ability to use his own Proud Whip with students.

Conditions: In a classroom situation.

Criteria: You referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Proud Whip," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(10) Behavioral objective for the "Word Should-Would test." The student will be able to:

Task: Demonstrate in the classroom ability to use his own "Word Should-Would Test" with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the "Word Should-Would Test" and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(11) Behavioral objective for "I-LAC". The student will be able to:

Task: Demonstrate in the classroom ability to use his own "I-LAC" with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the "I-LAC" technique, and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(12) Behavioral objective for the "Best of All (Educational) Worlds Game." The student will be able to:

Task: Demonstrate in the classroom ability to use his own "Best of All (Educational)Worlds Game" with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the "Best of All (Educational) Worlds Game," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(13) Behavioral objective for the "Complete Rules of the Positive Focus Game." The student will be able to:

Task: Demonstrate in the classroom ability to use his own "Complete Rules of the Positive Focus Game" with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the "Complete Rules of the Positive Focus Game," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(14) Behavioral objective for "Values Alternative Explication Game." The student will be able to:

Task: Demonstrate in the classroom ability to use his own "Values Alternative Explication Game" with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Values Alternative Explication Game," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(15) Behavioral objective for Audience Power Game. The student will be able to:

Task: Demonstrate in the classroom ability to use his own "Audience Power Game" with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Audience Power Game," and the second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

(16) Behavioral objective for the group interview. The student will be able to:

Task: Demonstrate in the classroom ability to use his own "Group Interview" with students.

Conditions: In a classroom situation.

Criteria: You are referred to two sources for criteria to evaluate your performance. One includes those criteria identified in the module under "Developing the Skills Necessary to Use the Group

Interview", and second includes those five criteria listed under the title "Guidelines for Using Clarifying Techniques." (See Module Appendix)

X. Concept Statements To Be Learned:

1. There are three major criteria in the process of valuing. They are choosing, prizing and acting, each with specific sub-components which are described on pages 27-30 of Values and Teaching, (Raths, Harmin, Simon; Charles E. Merrill Publishing Co., Columbus, Ohio, 1966.)
2. Value indicators exist which are frequently mistaken for actual values but fail to meet all valuing criteria. Value indicators are described on pages 30-35 of values and teaching.
3. Values conflicts and clarification opportunities arise from value - rich areas which are listed and described on pages 105-106 of Values and Teaching.
4. There are a number of values clarification strategies which are useful in classroom teaching to enable students the opportunity to examine and clarify their values. These are all identified in either the module or in Values and Teaching. Among these, clarifying responses rank orders, the value continuum, values sheets, voting, proud whip, I-LAC, interview, are included in this module.
5. There are general rules basic to dealing with the teaching of values. These are described in chapters 2,3 and 4 of Values and Teaching, pages 15-48 in under "Guidelines for Using Clarification Techniques" in this module. (See Module Appendix)

Steps in the Treatment

Organization of this module includes the pre-assessment, general goal, behavioral objectives for the entire module, classroom activities for each of the objectives, and a post-assessment. Pertinent materials such as "Guidelines for Using Clarification Techniques," and the post-assessment are in the Module appendix. In this module, each of these steps are followed:

(1) The student is introduced to the philosophy of value clarification in a classroom situation. A discussion follows dealing with the first three behavioral objectives.

(2) The student experiences (through teacher guided activities in a classroom setting) the value clarification techniques identified in the remainder of the behavioral objectives.

(3) Each student writes his own value clarification techniques for each one he experiences.

(4) Each student tried his own value clarification techniques in a classroom situation and receives feedback on his performance according to criteria of the behavioral objectives.

PRE-ASSESSMENT FOR VALUES CLARIFICATION MODULE

Complete each question only if you know the answer. Do not guess.

1. Define the criteria which define a value and explain briefly why each is necessary.

2. Identify at least three strategies which you can use in the classroom to help your students clarify their values. Explain briefly how to use these strategies with students. (Ibid.)

3. Check those of the following which qualify as value-rich areas.

______ 1. Character traits

______ 2. family

______ 3. work

______ 4. love and sex

______ 5. leisure

______ 6. money

______ 7. friendship

______ 8. politics and social organization

______ 9. maturity

______10. religion and morals

True/false: circle the appropriate response on items 4 to 11.

4. T F A value indicator is one of several expressions which meet all of the value criteria and indicate if a value exists.

5. T F An attitude is a value.

6. T. F Our interests make up over 50% of our values.

7. T F Feelings are not values.

8. T F Our convictions are values.

9. T F You can tell a person's values by the activities he participates in.

10. T F When we listen to people's problems, we can't be sure it's a value we are dealing with or it may be merely a conversation piece.

11. T F Every stated purpose is a value.

THE SEVEN VALUING CRITERIA

1. Choosing freely.
2. Choosing from Alternatives.
3. Choosing After careful consideration of each alternative.
4. Prizing, being glad of one's choice.
5. Prizing, being willing to publicly affirm one's choice.
6. Acting upon one's choice, incorporating choices into behavior.
7. Acting upon one's choice repeatedly, over time.

VALUE INDICATORS

1. Goals or purposes.
2. Aspirations.
3. Attitudes.
4. Interests.
5. Feelings.
6. Beliefs and Convictions.
7. Activities.
8. Worries, problems, obstacles.

TEN VALUE-RICH AREAS

Money

Friendship

Love and Sex

Religion and Morals

Leisure

Politics and Social Organization

Work

Family

Maturity

Character Traits

Introduction to the Value Clarification Philosophy

TRADITIONAL APPROACH TO VALUES

1. Set an example.
2. Persuading and Convincing.
3. Limiting choices.
4. Inspring.
5. Rules and regulations
6. Cultural or religious dogma.
7. Appeal to conscience.
8. Telling what to believe.

NEW APPROACH

1. Encourage children to make choices.
2. Examine alternatives.
3. Weigh alternatives.
4. Encourage children as to what they prize and cherish.
5. Give children the opportunity to make public affirmation of their choices.
6. Encourage them to live according to their choices.

VALUE-RELATED BEHAVIORAL PROBLEM TYPES

1. The Apathetic, Listless, Disinterested Person.
2. The Flighty Person.
3. The Very Uncertain.
4. The Very Inconsistent.
5. The Drifting Person.
6. The Overconforming Person.
7. The Overdissenting Person.
8. The Role-Playing Person.

[illegible]
13/[illegible]

Saville Sax

VALUES THEORY I

If you are working individually, answer the questions below. If this program is being done in a group, it is best to read the question with the following introduction.

I am going to ask some questions to find out how people in the group think and feel about certain issues. If you strongly agree, raise your hand very high. If you agree a little raise it less high. If you disagree strongly lower it as far down as you can reach.

Have you ever been confused about any of your values?

Do you think that most people practice what they preach?

Are the values shown on TV, the movies, and in papers consistent with the values we want our children to have?

How many really enjoyed what you did this Saturday?

Have you done anything this week that you are proud of?

Is there anything you did this week that you did not choose to do and didn't like doing?

How many, feel angry or rebellious when they are forced to do something they neither chose or like?

How many feel rebellious when they are forced to do something that they like?

How many feel dragged down at times by routine?

How many feel exhilarated when they decide to do something and actually carry it out?

How many have decided on their own to do something this week and actually carried it out?

How many of you feel good about it?

How many find their values become clearer when someone tells them what to do?

How many find that their values become clearer when they go through the process of making a difficult choice?

How many find that their values become clearer when someone tells them what's right or wrong?

How many have found that moralizing helped them clarify their values?

How many felt that an understanding listener helped them more than moralizing?

How many have been helped by being asked a good question?

How many find their values become clearer when they consider what they really want to do or be?

Answer these questions in writing. Take 10 minutes.

1. Describe how you feel when your values are unclear or are not involved in a situation where you find yourself.
2. Describe how you feel in a situation where your values are clear and fully involved.
3. How can you know that a person holds a value strongly and completely?
4. Must he have chosen it freely or can he have just grown up with it for it to be held completely?
5. Must he be willing to identify hemself openly and publicly with his value or may he be ashamed of it?
6. Is it necessary for him to act on it consistently or is it sufficient if he just talks about it?

If you are doing this program alone, go over your answers and see what meaning they have for you in your present life situation.

If this program is being done in a group, break into subgroups of four. Each person takes a turn reading his answers. Afterwards discuss briefly. Total discussion should take twenty minutes.

"WHAT DO YOU VALUE?" SHEET
Philip Besonen

Instructions

I. Ask the following 10 questions to the group and instruct them to record their answers on the first 10 left lines of the "What Do You Value?" sheet.

1. How much money have you donated to charity this year?

2. Give the name of the last person you complimented.

3. When you sold your last car, what percentage of the deficiencies in the car did you reveal to the person who bought the car?

4. Would you vote for the "No Knock" search warrant bill?

5. What in your opinion, is the main purpose of the local police force?

6. Give the name of your best friend.

7. Would you vote to legalize wire, tapping?

8. With whom did you last share a religious belief?

9. What percentage of the time do you give a blessing on the food?

10. Would you offer a blessing on the food in the presence of a person you considered to be "unchurched?"

II. Explain each of the categories under the Choosing, Prizing, and Acting sections of the "What Do You Value?" sheet.

III. Ask each person in the group to put a check mark in each of the categories which apply to the 10 answers he gave to the above questions.

IV. Each answer which has six or seven categories checked can be considered a value. All answers with five or less categories checked are only value indicators.

WHAT DO YOU VALUE?

	CHOOSING				PRIZING			ACTING		
	alternatives	consequences	free choice		pride	publicity affirm		act on it	pattern	

Developing the Skills Necessary to Use the Rank Order

NEXTEP 0017
Revision February 6, 1969

Saville Sax
Bruce Shattuck

RANK ORDER VALUES GAME

Introduction

We are often faced with value choices. Would we rather be loved, admired, or free? Would we rather be strong, clever, or popular? Sometimes the choices are negative: would we rather be blind, deaf, or mentally deficient? Would we rather be robbed or kill? Background values such as these may be involved in the day to day choices we all make. Rank orders represent an opportunity to practice value decisions in the absence of any consequences.

How to Play

1. A group of people get together
2. Each writes down three alternative choices, usually related to one or more of the value areas.
3. After most people are finished writing, one volunteers to read his list.
4. Each group member arranges these in order of preferences.
5. People read their choices and explain why they made them.
6. At any time a person may choose not to read his list, or read his list and choose not to explain why. This is accomplished by simply declaring, "I pass."
7. Avoid repetitious responses such as "same as before" during the game. It's usually better to have each person read his list.
8. Steps 1 to 7 can be repeated with others reading their lists.

Some Rank Orders

Following are a few rank orders that we have found useful in the past. Perhaps you might like to try using them along with your own.

wealthy
intelligent
respected

listless
flightly
uncertain

sickly
crippled
dwarfed

watch T.V.
go on a date
study

movie star
millionaire
president

teacher
accountant
writer

Star athlete
own a new automobile
handsome or beautiful

peacock
whale
leopard

rose bush
cactus
lily

sword
gun
atom bomb

teachers's pet
class clown
teacher scapegoat

American Negro
African Negro
Mexican Negro

married and no children
married and twelve children
unmarried

happy and average
intelligent but tense
powerful and hated

mixed racial marriage
mixed religious marriage
unhappy, unmixed marriage

This game can be used at parities, as a family diversion, or in the classroom. They're fun and help people to know themselves and each other.

CRITERIA OF EXCELLENCE: RANK ORDER

Skills to demonstrate:

1. Rank order elements written clearly
2. Groupings usually of three elements.
3. Choices not simple; conflict or close decisions usual.
4. Not every person in large groups state preferences aloud. (It is enough that all have time to think of how they would rank elements and a few persons state their preferences.)
5. Students can be invited to invent rank orders.
6. Discussions need not follow rank orders.
7. Rank order exercises are best spread over time; are not given many at one sitting.
8. The purpose of rank orders can be explained to the group.

Knowledge to demonstrate:

9. Purpose: To give practice in making choices and to show the others have different preferences.
10. Timing: Can be done daily.
11. Source of rank orders: Value rich areas. Elements can be unrelated (summer, eating, purple). Occasionally useful are negative choices (which is worse for you: Being poor, ugly, or friendless).
12. Recitation not necessary: It is even useful to place rank order in the corner of the board and not mention it further.

Feelings to demonstrate:

13. One should look reasonable comfortable when using rank orders.
14. One should say he feels reasonably comfortable when using them.

Rank Orders:

What do you want most?

1. A first rate shopping center area nearby.
2. Green grass and trees around me.
3. A home with all the modern conveniences.
4. Neighbors with whom I feel comfortable.
5. Good schools nearby.
6. A church of my faith nearby.

What goals and values are most important?

1. Hard work and saving money.
2. Being able to do what you feel like doing when you want to do it.
3. To be at peace with yourself and have honest relationships with others.
4. Raising a family in a way that will be admired by your friends and neighbors.
5. Traveling to different parts of the country and the world.
6. Enjoying the best in cultural experiences.
7. Having a full and relaxing time in your leisure (non-working) life.
8. Getting to the top in your work.

source: Life, January, 1970.

WRITE SOME OF YOUR OWN RANK ORDERS:

1.____________________ 1. ____________________
2.____________________ 2. ____________________
3.____________________ 3. ____________________

1. ____________ 1. ____________
2.____________ 2. ____________
3. ____________ 3. ____________

AN EXERCISE

ESTABLISHING PRIORITIES IN EDUCATION

In this simple exercise, you are asked to check the three educational tasks of greatest priority. For the sake of this exercise, will you please assume that there is only enough money available to effectively undertake three of the 16 tasks of public education listed below. Place an X before the three tasks the public schools should undertake if funds were so limited that the school could successfully undertake three. Now, if only three had to be eliminated place an O before the three you would eliminate:

_____ 1. A dedication to the task of improving America, solving its persistent problems, and upgrading the lives of all of its citizens.

_____ 2. A knowledge of government and a sense of civic responsibility.

_____ 3. Management of personal finances and wise buying habits.

_____ 4. Enjoyment of cultural activities--the finer things of life.

_____ 5. A continuing interest in current problems, a tendency to seek solutions, and the habit of weighing alternatives and creatively applying them to the solution of these problems.

_____ 6. A knowledge of world affairs and the interrelationships among people.

_____ 7. Acceptance for others and the ability to live and work together harmoniously.

_____ 8. Homemaking values, abilities, and attitudes related to family life.

_____ 9. A sense of right and wrong--a moral standard of behavior.

_____ 10. Proficiency in the use of the basic tools for inquiring and communicating knowledge.

_____ 11. Specialized training for placement in a specific job.

_____ 12. An emotionally stable person, prepared for life's realities.

_____ 13. A continuing desire for knowledge--the inquiring mind.

_____ 14. A knowledge of fundamental concepts about the world.

_____ 15. Information and guidance for wise occupational choice.

_____ 16. A well-cared for, well developed body.

Developing the Skills Necessary to Use the Value Continuum

Another value clarifying technique is the values continuum game. The following pages will provide you with the theory of this technique, examples, and the opportunity to write your own value continuums.

VALUES CONTINUUM GAME

1. A group comes together to play the game.
2. Each member thinks of pairs of extreme positions on issues, such as complete freedom of the individual vs. complete dedication to the group, miserliness vs. impulse buying, atheism vs. fundamentalism, etc., etc.
3. All of the pairs are read, and the group determines which pair is most relevant or intriguing.
4. When one pair is chosen each group member placed himself somewhere between the extremes on the continuum.
5. People take turns telling where they placed themselves and why.
6. There can be a general discussion of the continuum using the rules of the discussion game.

This technique operates as follows:

You write the oposites of a continuum dealing with a value rich area on the black board (or overhead projector, etc.) such as the following value continuum dealing with value rich area of money:

tight wad Tom Overdrawn Oliver

1 2 3 4 5 6 7

Other Value Continuum are as follows:

Eager Egbert — Maiming Malcolm

1 2 3 4 5 6 7 8 9 10

←————————————————————————→

Trying to enlist in the army since he was 11, now 14, he is trying to disguise his age and making his 19th attempt so he can go to Vietnam and Kill all the Viet Cong

He borrows his father's shotgun and shoots off his toes so he will always be 4F

Super Seperatist Sam — Multi-Mixing Mike

1 2 3 4 5 6 7 8 9 10

←————————————————————————→

--wants to ship everybody back to his original country and dismember those with mixed ancestry

--wants all babies distributed so no one has a parent of the same race. Everyone must many outside his own race.

How do you feel about premarital sex?

Virginal Virginia — Mattress Millie

1 2 3 4 5 6 7 8 9 10

←————————————————————————→

wears white gloves on every date.

wears a mattress stropped to her back.

What percentage of time are you happy?

Sad-Sack Sara — Happy-time Helen

0% 50% 100%

←————————————————————————→

THE CLARIFYING RESPONSE

Developing the Skills Necessary to Use the Clarifying Response

One of the clarifying strategies which you as a teacher can use to help your students to clarify their values is the "clarifying response."

"Fundamentally, the responding strategy is a way of responding to a student that results in his considering what he has chosen, what he prizes, and/or what he is doing. It stimulates him to clarify his thinking and behavior and thus to clarify his values; it encourages him to think about them." (Raths, Louis, Harmin, Merrill; Simon, Sidney. Values & Teaching, Ohio: Charles E. Merrill Pub. Co., 1966, p. 51)

The basic process is simple: you listen to people talk and what they say--you listen for value indicators such as the following:

(1.) goals or purposes; (2.) aspirations; (3.) attitudes; (4.) interests: (5.) feelings; (6.) beliefs and convictions; (7.) activities; (8.) worries, problems, or obstacles.

When a student mentions a value indicator, you simply give responses which help him to clarify his values concerning this issue.

The following will introduce you more to the clarifying response.

NEXTEP 0041 Value Clarifying Laboratory
(Revised for package,
Feb, 1971)

GUIDE TO THE CLARIFYING RESPONSE

A student says that he has a new game or hobby. Teachers typically respond with a "Good" or a "Not too good." Ask teachers to make a non-moralizing response and they often are stumped.

How well can you do it? Can you readily make non-moralizing, non-directive responses to students that do not also sound inane and meaningless? Can you make responses that are also clarifying of the values that may be involved?

This unit will help you learn how to do this. It will also show you how such responses can be very potent in the classroom. In fact, you may come to understand that there is no substitute for them when it comes to helping students learn to think for themselves.

Want to get the feel of what a clarifying response is?	Obtain Paper 0042 (provided later) or look at some samples in Values and Teaching, pp. 51-82.
Want to understand more about the clarifying response?	Read Values and Teaching, pp. 51-82
Want to practice the clarifying response?	Complete the Practice Activities provided in this package.
Want to have an assessment of your competency.	Some of the activities listed in the practice activities paper allow you to assess yourself. The objective of this unit, operationally stated, is to help you meet those criteria to the satisfaction of the criteria provided in the package.

NEXTEP 0140
May 16, 1968

Frederick McCarty

HINTS FOR BEGINNING CLARIFYING RESPONSE

Clarifying response is one of the central values strategies and is often found to be the most difficult to master. One of the reasons for this is probably that it requires you to make substantial changes in your style of interacting with others.

I have found the following hints to be helpful in becoming more adept at using the clarifying response:

1. PAUSING - Some teachers have difficulty with clarifying responses because they assume that their response must be immediate. This helps make them tense and uncertain when attempting to use it. Actually, students would appreciate it if teachers seemed to be considering the students' remarks more carefully.

   Accept the student's response (perhaps by nodding or saying something like, "That's interesting"), pause and take time to think, then respond.

2. BE YOURSELF - The clarifying response strategy may seem to imply that you have to erase your normal pattern of responses and substitute another, foreign system. It would be foolish to attempt to erase your normal human responses in this way. It probably wouldn't work, anyhow.

   Using the pause between the student's statement and your response, think of what your ordinary immediate response would be and then CONVERT it to the clarifying style.

   Example: STUDENT: "I'm going to spend my college money on a new car, Mr. Jones."

   TEACHER: "Really?" (Pause) (During the pause, the teacher thinks what he would ordinarily say. Perhaps this would be, "You'll regret that later," or "That seems like a foolish choice, Bill." Instead of saying this to the student, the teacher considers what he is trying to accomplish. In this case, it would be to get the student to consider the consequences of such a choice. He then uses a clarifying response to achieve this.)

   "Have you considered the consequences of doing that, Bill?"

NEXTEP 0042

Value Clarifying Laboratory

EXPERIENCING THE CLARIFYING RESPONSE

Ten value rich areas are: money, friendship, love and sex, religion and morals, leisure, work, politics and social organization, family, maturity, and character traits.

1. Pick one of those areas and write below a statement about some aspect of it about which you feel strongly: (Much of this paper's value will probably be lost if you do not actually take the time to write a statement).

2. Have you felt this way for a long time? (Write a response).

3. Is your position a personal preference or do you think most people should believe that? (Take a moment to think about this and then jot down a response).

- -

Items 2 and 3 are questions in the clarifying style. Hopefully they stimulated you to think about your first statement without hinting that your statement was "good" or "acceptable" or "right."

4. Did they stimulate your thinking at all?

Contrast non-judgmental, clarifying or thought provoking responses with judgmental responses like, "Where did you ever get that silly idea?" Or, "That's a fine thought. I hope you stick with it." or, "Don't you know that you'll never get anywhere thinking like that?"

CRITERIA FOR EXCELLENCE FOR THE CLARIFYING RESPONSE

An effective clarifying response encourages a student to think through something he has done or said. It promotes the process of clarifying values described in Values and Teaching (especially pp. 27-30.)

There is no guarantee that any one type of adult response will produce the desired effect, but the following questions help one identify responses that are likely to do this. The questions outline the criteria this lab uses to assess the effectiveness of a clarifying response.

1. Did the adult try to promote his own values? Was praise, criticism, or moralizing used to guide the student's thinking? (Although sometimes an adult may want to guide a student's thinking, it is inappropriate when one is trying to encourage the student to use the clarifying process. That process, of course, puts the responsibility on the student to look at his ideas or his behavior and so think and decide for himself what it is he wants.

2. Was the emotional climate conducive to thoughtfulness? A respectful accepting adult attitude is usually best. Fear, guilt, embarrassment, or other forms of emotional distress clog clear thinking.

3. Was the clarifying response gentle enough? It should be stimulating but not insistent. A student should be able comfortably to decide not to think about the issue.

4. Was the interaction brief enough? Too many adult comments and the student has so much to think about that there is a tendency to dismiss the whole mess. A clarifying response does not try to do big things with brief exchanges. It sets a mood of thoughtfulness. The effect is cumulative.

5. Did the exchange end gracefully? Usually after one or two rounds, it is best for the adult to offer to break off the dialogue with some noncommittal but honest phrase such as "Nice talking to you," "I see better what you mean," or "Thanks for chatting," or "Got to get back to my work, thanks," or "Very interesting. Let's talk about this again sometime," etc.

6. Were the responses more to obtain data than to stimulate thinking? Clarifying responses are not intended for interview purposes. One listens carefully not primarily for information but for possible gaps in the clarifying process.

7. Was the clarifying response used on an appropriate topic? It is best for attitudes, feelings, beliefs, purposes. It is not for facts. It is not appropriate when one has in mind a correct answer for the student to give. The clarifying response is not for drawing a student toward a predetermined answer.

8. Was the response used on persons who seemed to need it most? Many students learn how to think through value issues from parents or others. Other students have a harder time of it.

   Clarifying responses are especially useful for students who show by extreme apathy, conformity, or flightiness that they may not have learned to guide their own lives.

9. Was the response used sensitively and creatively? Clarifying responses are not mechanical things that follow a formula. They must be used creatively, to fit oneself and the situation.

TWENTY-EIGHT CLARIFYING RESPONSES

1. Is this something that you're proud of?
2. Are you glad about that?
3. How did you feel when that happened?
4. Did you consider any alternatives?
5. Have you felt this way for a long time?
6. Was that something that you selected or chose yourself?
7. Did you *have* to choose that; was it a free choice?

8. Do you *do* anything about that idea?
9. Would you like to give me some examples of that?
10. I'm not sure what you mean by ___________. Would you care to define that word for me?
11. What do you think might be the consequences of that idea?
12. Would you really *do* that?
13. I hear you saying (repeat the statement): Is that what you mean?
14. Have you thought much about that idea (or behavior)?
15. What are some of the good things about that motion?
16. What do we have to assume in order for things to work out that way?
17. Is what you express consistent with . . .? (Note something else the person said or did that may point to an inconsistency.)
18. What other possibilities are there?
19. Is that a personal preference or do you think that most people should believe that?
20. How can I help you do something about your idea?
21. Have you some purpose in mind for what you are doing?

22. Is that very important to you?
23. Do you do this often?
24. Would you like to tell others about your idea?
25. Do you have any reasons for your choices?
26. Do you think you would do the same thing over again?
27. Do you think people will always believe that?
28. Have you thought about some of the reasons. . .etc., etc.?

BEST COPY AVAILABLE

SHORT DESCRIPTION OF VALUES SHEET STRATEGY AND PRACTICE OPPORTUNITY

A values sheet, in its simplest form, consists of a provocative statement and a series of questions duplicated on a sheet of paper and distributed to class members.

The questions are written in the clarifying style and often proceed in a simple progression. The beginning questions might deal with the "top" of statement. Then questions might be asked which deal with the underlying issues. Finally, questions are raised which deal with the students' current or future actions relating to the issue(s).

The values sheet differs from ordinary classroom "supplementary" material in that it focuses on provocative issues and it encourages the student to come to grips personally with those issues. The questions on a values sheet stress the word "YOU" and its variations such as "YOUR".

Values sheets are concerned with issues, alternatives, and the choices students make.

Values sheets are valuable and effective lessons (and lesson aids) because they involve each member of the class, individually, before any discussion begins. In discussions, the passive sit quietly and uninvolved, the eloquent spew impassioned and convincing rhetoric (which is not always well thought out), and there is the tendency to become defensive of positions which may not be the ones we would hold after calm consideration.

The "Top" of a values sheet may be a quote (short or long), a cartoon, a statement by a student or by the teacher. Or another stimulus might be used, such as a contrived incident (see Values and Teaching, pp. 123-125), a picture without a caption, a scene from a plan or movie, a recording, etc. The question, in these special cases, would be the only thing on the sheet.

Values sheets can be used as motivations and introductions at the beginning of lessons. The teacher distributes them and gives ample time for students to complete all of the questions. Students can be asked to share their answers with the class.

Values sheets can be used as homework assignments. They can be used as the basis for small group discussion--without the teacher's presence. This removes the pressure to find "right" answers.

Values sheets should never be graded on content. The student shouldn't be forced to answer in certain ways. The teacher can grade on use of language, for example, on the other hand.

Don't moralize, no matter how subtly, on values sheets or in the ensuing discussion.

The number of questions should be limited. Don't let the sheets become a chore or a bore. Three or four questions are about right. Sometimes up to five or six are OK, depending on the complexity of the questions.

Avoid "yes or no" and "either/or" questions. Both limit values thinking.

Do get into sensitive areas.

Do make sure values sheets have choices to be made, alternatives to consider. Merely asking about feelings is not enough.

Focus your questions on one issue. The shotgun approach is not recommended.

Do ask many questions about actual or planned behavior.

Try to involve as many of the seven values criteria as possible in the construction of questions.

PRACTICE OPPORTUNITIES

WANT TO MAKE A VALUES SHEET OR TWO? Follow the directions below. See a lab side during or after making a sheet, if you wish feedback.

1. Take a provocative quote out of a book, magazine, newspaper. Then type it or glue it at the top of a sheet and write questions below it, leaving ample room for aswers to be written in.
2. See Values and Teaching, pp. 104-105 for five provocative tops.
3. Pick one of the ten values-related areas--money, frendship. love and sex, religion and morals, leisure, politics and social organizations, work, family, maturity, and character traits. Write out your own statement about some aspect of the area. Be provocative - you might even take a point of view opposed to your own. Use your own statement as a top.
4. Try one of your values sheets on a group of students as soom as you can.

F. McCarty
Values Clarification lab

The Collier Brothers

About twenty years ago, in New York City, two old men were found dead in their home. The neighbors, after not having seen the two brothers for several days, broke in and found them lying dead in a pile of trash.

Their entire home was full of old newspapers, string, tinfoil, cans, wrappers--in short, they had never thrown anything away. They saved everything, including money. Over $700,000 was found strewn around the ten-room house.

In spite of all the money in the house, the two dead brothers were found in rags. All the clothing found in their home was old and torn. The doctors who examined the bodies said that the brothers had been suffering from malnutrition.

Neighbors said that the brothers had never been known to take a trip, or see a movie, or eat in a restaurant.

Can you make a values sheet out of this "top?" Try not to moralize.

1.

2.

3.

4.

5.

Can you write another values sheet, using the same "top" and yet focusing on another issue?

NEXTEP 0098 Merrill Harmin

ASSESSMENT GUIDE: VALUES SHEETS

A good value sheet stimulates a student to think through a value issue and to examine his related feelings and actions. Below are some generalizations which often help identify sheets that produce such results.

1. Top is provocative. The top should engage the interest, dramatize an issue, or otherwise open the thinking through it.
2. Questions develop the issue. Questions should not scatter thinking here and yonder. The writer usually takes one of the issues that the top suggests and guides thinking through it.
3. Thinking is not limited by assumptions or moralizations. The writer does not try to control what one thinks, only what one thinks about. Thus, questions do not assume a certain answer. And questions do not imply a correct answer.
4. Questions are clear and few. Too much to think about invites avoidance.
5. Questions touch several value criteria. Early questions often elicit general reader reactions. Later questions often get at alternatives and consequences to think about, feelings of pride, and action possibilities.
6. Questions are personal. Thinking may start at an abstract intellectual level, but it becomes personal, with many "you" and "your" questions. Value sheets provide personal confrontation with an issue. The last question often gets at what one is going to do, if anything, about the issue: "Will this thinking affect your behavior in any way?"
7. Value sheets are permissive and private. Although they may feed small or large group discussion, value sheets are meant to be faced in private, and because values are personal, they cannot be forced. Sheets invite, but do not require involvement.

Quick Check of Some Common Errors

a. No action asked for. (Try: Is there something you can do about this issue? Under what circumstances will you do something? Will you tell us if and when you do something?)
b. Issue superficial. (Rather than focusing a sheet on turning in library books on time, try: fulfilling one's responsibilities, or private convenience vs. public good, or immediate needs vs. long-term social welfare, or which laws are worth obeying, or...)
c. Too hypothetical. (Avoid: If you had a billion dollars but were blind on a desert island...)
d. Too simple questions. (Either/or and yes/no questions are to be avoided).
e. Assumes wisdom. (Maybe a guy doesn't know much about the issue. Don't ask him "why" he takes a position. Ask him if he has reasons and if he is willing to share them).
f. Questions used to make a statement. (If you want to tell a reader something, tell him. Then ask for his reaction..Don't use a question to make a statement: "Did you know that 10,000 people are killed in accidents a year?"

2

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Values Lab.
April 2, 1968

320:03
Page 30

F. McCarty
W. Addison
M. Harmin

A Cookbook Approach to Values Sheets

This sheet is for those who have tried out values sheets and have had some difficulties. You may have had negative feedback from students, from a lab aide, or you just may not yet feel comfortable using the technique. If so, the suggested sequence below may help you show improvement.

1. Try out three of the values sheets in Values and Teaching, pp. 84-102. Take your time and answer them completely. Do them at separate times rather than at one sitting. This will give you a better feel of their effect on a student.

   You might then wish to try out one of your own sheets on yourself. This could give you some intuitive notions of where they need changing.

2. Read the chapter on values sheets in Values and Teaching, pp. 83-111. You might also benefit from reading more examples of good values sheets given in the appendix, pp. 237-245.

   Try comparing any of these sheets with the criteria given in the Assessment Guide #0098, or on pp. 105-111, in the book.

3. Try to make up values sheets using the "tops" given in the book, pp. 104-105. Evaluate each sheet you write using the Assessment Guide. Then bring them to a lab aide for feedback and/or try them out on a few people.

   a) develop one theme in your questions
   b) don't attempt too much subtlety or complexity
   c) focus on "you" questions--the student's past, present, or future

4. After you begin to get more positive feedback on your sheets, you may wish to begin using your own "tops." Choose them on the following criteria:

   a) relevance to the interests and experiences of the children that you will give the sheets to.
   b) their focus on values-related problems
   c) Their "punch"--do they have immediate impact?; are the issues contained in them sufficiently clear to be immediately perceived by your students?

There are two types of "tops"--1) general--used for on-going values work which is not necessarily related to your subject matter; and, (2) Subject-related--choosen for relevance to subject matter being handled in class and used as part of the curriculum.

One final hint: It might be useful for you to choose your top and then write out a list of all the possible themes which you might develop using that top. Then choose the best one and write the values sheet questions for it. This could help avoid the error of a vague or unfocussed sheet.

Mary B. Jordan, Saville Sax,
Ginny Treat, Margie Walker,
Mary D. Whitworth

SUGGESTIONS FOR GOOD VALUES SHEETS

1. Construct questions which start with the general and lead to the specific.

2. Avoid "yes and no" and "either/or" questions.

3. Focus your questions on one central issue.

4. Involve as many of the following value criteria as possible: Choosing, prizing, acting.

5. Limit the number of questions so that the sheets do not become a chore or a bore.

6. Delve into sensitive areas.

7. Include some questions which explore feelings and some which explore consequences.

8. Early questions should define the issue brought up by the "top."

9. Use next questions to explore a large range of value alternatives related to the "top."

10. Use questions which will ultimately help the person focus on his position within the range.

11. Focus the last questions toward what the person does now, what he would like to do, and what he plans to do in the future.

12. Stress the immediate and the concrete when asking about action by stressing such words as today, this week, now, and tomorrow.

RICHARD CORY

by Edwin Arlington Robinson

Whenever Richard Cory went downtown,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean-favored, and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good morning," and he glittered when he walked.

And he was rich--yes, richer than a king--
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread.
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

(Also play from The Sounds of Silence album by Simon & Garfunkel the selection of Richard Cory to give a better understanding).

VALUE SHEET

1. How do we judge people in general?

2. What are people assuming about Richard Cory?

3. Do each of us have problems that others know nothing or little about?

4. If a play were written about Richard Cory, what specific things could the playwright do to portray Cory to the audience as what he really is and also as what the people imagine him to be?

5. Could you play the character role of Richard Cory? Why or why not?

6. Can you identify with the people of the town? With Cory?

NEXTEP 0269
10/11/68

F. McCarty

(Values Sheet)

THE CITY
"Not Getting Involved" (reprinted from TIME magazine, May 15, 1964)

New York City, the truism goes, is not America. But it is the American Big City--increasingly so, as the homogenizing forces of the 20th century make all cities, all towns, all country sides, and the people in them, interchangeable. In recent weeks, two New York crimes have dramatized facts of big-city life that have implications for beyond New York's five boroughs.

First came the murder of Kitty Genovese in the predawn darkness of the quiet, middle-class community of Kew Gardens. The murderer was a lunatic who had never seen her before. It took 35 minutes; the killer left and returned three times to stab her again and again while Kitty staggered and screamed and dragged herself along the street. The interesting thing about it was that at least 37 neighbors, roused out of bed by Kitty's screams, had stared out their dark windows at one time or another, but none of them, in all that 35 minutes, called the police. When it was all over, a man--after phoning a friend for advice--crossed the roof of his building to a 70 year-old woman's apartment to get her to call the police. "I didn't want to get involved," he explained later.

At 3:40 one afternoon last week, an 18 year-old switchboard girl named Olga Romero hurtled naked and screaming down the stairs of a building on busy East Tremont Avenue in the Bronx. In the vestibule, in plain sight of the street (the door was open), she lay screaming and bleeding, while a man struggled to drag her upstairs again. "Help me!" she cried again and again. "He raped me." Heads pooped out of offices along the hallway, and a crowd of about 40 gathered outside to watch. No one made any move on her behalf. No one called the police. It was sheer chance that two officers pushed through the crowd.

What has happened that these things should be possible? One thing, certainly, is that the sense of community has been lost in the bigness and bureaucracy of big-city life. In small-town America, people wanted neighbors for a defense against loneliness; in big-city America, people feel that neighbors are merely crowding in on them and threatening their privacy. Nobody knows his neighbors--and doesn't want to.

And no one wants "to get involved" with these unknown and unloved neighbors--it may cost time to testify in court, maybe bring on a lawsuit for interference or for some nameless offense. The Decent Citizen and Taxpayer is apt to feel that taking any kind of action is unwise, unsafe--and unnecessary.

* * * * * * * * * * * * * * * * *

1. Write down your immediate reactions to this article.

2. Did you immediately wonder what you would have done if you had been there? Do you have any idea of how you would have acted? Who? Would you have done the same things as the other people did? Why?

3. Do you agree with TIME's analysis of this phenomenon? Explain. Are there other, less intellectualized, more basic underlying factors?

4. Can you see any connection with these two cases and the episode recently when a Puerto Rican man threatened to junp from the Brooklyn Bridge and a crowd of 100 chanted, "Jump, jump, jump!???"

5. What can anyone do about this problem? (You, the government, anyone)? Do you perceive it as a problem?

NOTE: There is a film available of the incident indentified in the values sheet done by Harry Reasoner entitled, "Detached Americans." A study was also done (Psych Abstracts 43:11 November, 1969) assessing what would happen when someone overheard a woman crying for help. Results indicated that: (1) two-person groups were less likely to help than subjects alone: (2) pairs of friends were less inhigited than strangers, (3) bystanders looked to others for guidance, misinterpreted the lack of concern and decided it was not serious, and (4) friends misinterpreted less than strangers.

Developing the Skills Necessary to Use "Voting"

CRITERIA OF EXCELLENCE: VOTING

Skills to demonstrate:

1. Some questions should touch on sensitive or hidden value areas.
2. Lists should usually have four to fourteen questions.
3. Students should be given opportunities to prepare lists.
4. Questions begin with a phrase that facilitates voting, such as, "How many of you. . ."
5. Discussion need not follow voting lists. "Thank you," or some other appropriate closing is used.

Knowledge to demonstrate:

6. Purpose: To raise issues, stimulate thinking, reveal students to one another, and/or suggest possible alternatives for living and thinking.
7. Timing: Not everyday. Usually at the beginning of a group meeting.
8. Source of questions: Value rich areas such as family, friends, love and sex, religion, work, leisure time, and politics.

Feelings to demonstrate:

9. One should look reasonably comfortable when using voting.
10. One should say he feels comfortable in using voting.

(See values theory I NEXTEP 0326 for a voting list used earlier in this module)

Voting List #1

1. How many of you like artichokes?
2. How many of you watch TV at least twice a week?
3. How many of you would like to be a lighthouse keeper?
4. How many of you have ever helped someone who was blind?
5. How many of you would choose to participate in a family activity rather than watch a ball game on TV?
6. How many of you would spend a beautiful spring day polishing your car?
7. How many of you would yell at the neighbor kids to get off your lawn rather than make friends with them?
8. How many of you would publicly tell your parents that you love them?
9. How many of you would donate one of your good kidneys to a brother or sister?
10. How many of you would slow down your efforts on the job if you know your fellow workers resented the fact that your zealous efforts made them look bad?

Voting List #2

1. How many of you feel that school work is fun?
2. How many of you feel that school can be one of the most important aspects of your life?
3. How many of you feel that most classes are interrelated to each other?
4. How many of you would rather go to a movie than study?
5. How many of you feel that students should be allowed to drop classes whenever they want to?
6. How many of you feel that you could do better in school if you were allowed to take only those classes you wanted to take?
7. How many of you prefer young teachers?
8. How many of you feel that having friends is more important than school work?
9. How many of you could "care less" about school?
10. How many of you feel that athletics should be done away with on the college level?
11. How many of you have randomly registered for a class because you couldn't find another class to take?
12. How many of you feel like you don't have enough leisure time?
13. How many of you have something you would like to learn to do during your free time?

Developing the Skills Necessary to Use the Proud Whip

The Proud Whip gets at prizing and cherishing. How often do you get to tell people something you are proud of. If causes people to reflect on their own life, can be used with kids, and is very simple.

1. Ask something in the prizing area.

   e.g. What have you done during the past week you feel good about?

   Name an organization you feel proud of!

   What can you do that you are proud of?

   What do you have in your wallet or purse that you are proud of?

   What have you done for your students that you are proud of?

2. Do a whip around the room. Have students tell why they are proud of this.

Developing the Skills Necessary to Use the "Should/Would" Test

SHOULD/WOULD TEST

This is a test to help you examine your reactions to certain propositions. Kindly answer each item three ways.

First, decide whether the proposition concerns something you should or should not do. If you feel you should agree with the statement, write a T for "true" in the should column. Conversely, if you feel you should not agree, write a F for "false" in the should column.

Similarly, the next column refers to your preference for the item. If it is something you would really like to do, mark T, and if it represents something you'd really rather not do, mark F.

The last column asks whether you would or would not actually behave in accordance with the item. That is, do you think realistically your behavior would agree with the proposition? If you feel that neither T nor F is an appropriate answer, you may mark the column "O"

	Should	Would Like To	Would
1. Attending a two-hour lecture after work some night on "The Theory of Existentialism."			
2. Working for your church in your professional capacity one day per month.			
3. Spend one full weekend this month redecorating or improving your home.			
4. Moonlighting forty hours over the next two months at an hourly rate three times your present salary.			
5. Having responsibility for making the three most important decisions for your organization this year.			
6. Reading a 300-page book exploring relativity in layman terminology.			
7. Sending a check for $40 to help feed starving children.			
8. Borrowing a substantial sum of money to put over a big business deal.			

	Should	Would Like To	Would
9. Spending five hours some Sunday this month at the Art Institute.			
10. Devoting three hours a week to church services.			
11. Having a major influence over the lives of many people.			
12. Spending three hours per week in a "Big Brother" or "Big Sister" program for underprivileged children in your area.			
13. Giving up a day of your vacation to hear an authority in your field discuss new research findings.			
14. Spending a substantial inheritance to treat yourself and your family to one year of fun and luxury.			
15. Taking lessons to learn to play a musical instrument. (Assume you already own the instrument.)			
16. Spending one night a week working as a chairman of a committee seeking to influence legislation.			
17. Spending two hours each week studying the Bible, the tenets of your faith or meditating privately on your own belief system.			
18. Collecting old and rare paintings.			
19. Sitting up until 2:00 a.m. on a week night to help a friend solve a personal problem.			
20. Investing a sizable proportion of your savings in the stock market.			
21. Working considerable overtime for the next two years to become head of the organization.			
22. Attending night school for three nights a week to earn a doctorate in your chosen field.			
23. Committing yourself to teach Sunday School for the next four months.			
24.. Marching or picketing for Civil Rights, although there may be danger.			

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*Taken from Lila Swell, Ed.D., Theoretical Rationale and Techniques on Values.

Developing the Skills Necessary to Use I-LAC

I-LAC

These letters stand for the words: "I am loved and capable." In this strategy the group leader tells a story concerning various situations and incidents during a one-day period which tend to destroy the self concept of the story teller. While telling the story the group leader wears a sign which reads: "I am Loved and Capable." As he encounters each situations which lessens his self concept, he rips away part of the sign. He does this until the story is ended and the sign is completely gone. At this point the group is asked how they felt during the story and as the sign was being torn apart.

I-LAC

When I awoke this morning, I stayed in my bed for a few minutes and thought how lucky I am. I have plenty of food to eat, a warm home, a car, lots of clothes. Everything is great. While I was showering and shaving, my wife fixed me a tremendous bacon and eggs breakfast.

As I was leaving the house for work my wife said, "Have a good day I love you." Just before I got to the car I decided to go back into the house and get my sign. You know, when I feel so good, I like other people to know how I am feeling. So I put on my sign which said: "I am Loved and Capable."

While driving to the office I came to a signal light. The yellow light changed to red in the middle of my left-hand turn and the fellow in the car behind mine honked his horn and shook his fist at me in anger. (At this point I tore away part of my "I am Loved and Capable" sign)

When I arrived at the office the secretary handed me a stack of papers and said that if I wanted her to do anything with them I had better make them more legible. Then she went on to say how presumptuous these graduate assistants are now-a-days (tear sign).

During the staff meeting that morning Dr. Chamelandwitz told us that too many of the graduate assistants were not meeting their assignments and that he knew of several other graduate students who were aching for our jobs. (Tear sign)

While walking through the student union building on my way to my graduate class, I saw a friend of mine from my home town. I stopped to talk with him for a while, but he was so engrossed in listening to a conversation that he completely ignored me. (Tear sign.)

The professor in the graduate class passed back the exam and told us that he was acutely disappointed in our performance on the exam. He said that graduate students should be able to document their statements and that we had better improve if we plan to succeed in graduate school. (Tear sign)

The fellow next to me said, "Man, you really blew that exam. What is the matter with you?" (Tear sign.)

When I returned to the office I found one of the student teachers waiting for me. He said that he couldn't complete the assignment because I hadn't explained it to him, and so it was my fault. (Tear sign.)

I decided to work on one of the projects that Dr. Chamelandwitz had given me. I became so involved with the project that I forgot about the time. When I finally reached home it was 7:00 p.m. My wife had a meeting to attend and said that if I wanted anything to eat I could just "fin" for myself, cause she was in a hurry. (Tear sign--by this time the sign should be all gone.)

Once in bed, I thought about the day. It felt so good to be comfortable. I thought, "I wonder what tomorrow will be like?"

Developing the Skills Necessary to Use the "Best of All World Game"

0142

BEST OF ALL (EDUCATIONAL) WORLDS GAME

This game is designed to be used in a number of institutions. To make it applicable, insert the appropriate institution and personnel roles in the parenthesis below. Example: classroom-students, business-management and labor, government-citizens.

Introduction

You have real concern for doing a good job as a/an (educator). You also probably have some difinite ideas as to what would make an ideal set-up in a/an (school) for both (teachers and students.)

Imagine that you are called into a completely new area similar to your own. There have never been (schools) there. But the people there now want (schools). They don't want just a traditional (school). They want the most advanced (schools) anyone can imagine. You are in a position to make recommendations to them as to what those (schools) would be like.

Procedures--Part I

1. For the next several minutes, sit silently and think about what your ideal (school) would be like. Make notes to yourself on your thoughts, if you like.

2. Now share the ideas, dreams, thoughts among the members of the group. Use a form of the focus group to draw each other out. See focus games.

3. After everyone has a chance to respond, think about what actually might be done in your own (school) to bring about some or all of the "ideal" conditions you've thought of in the part of the exercise above. Talk this over as a group.

Procedures--Part II

1. Examine the kinds of answers and thinking the group did in #3 above. Was it bound by tradition? An attitude of "Well, that's nice to dream about, but we could't afford such a move," or "We couldn't possible change things that much!" In light of these questions, would you like to reconsider any of the "ideal" conditions you may have discarded in Step 3? Share as a group. Use Challenge Games to explore this issue.

2. Now, alone. think about your calendar for the next week. What changes are you actually going to make, what steps are you going to take toward change in the direction toward getting your (school) to be more like the "ideal" you dreamed about in Step 1? Fill in actual events or happenings, the people you'll talk with, what you will do and when.

3. Finally, share your plans with each other. Use Action Game to help explore your role in implementing plans.

NEXTEP 0061
1/28/69

Saville Sax
Wanda Penny

COMPLETE RULES OF THE POSITIVE FOUCS GAME

The degree that people are afraid of being thought stupid, clumsy, silly, square, different, crazy, cowardly, boastful is incredible. We often are afraid to express our thinking and our feelings. We are often afraid to sing, to dance, to paint, to write, to read out loud, to try something new, to learn, to approach people, to love, to hate, to run, to do almost anything, because they are afraid that we will be criticized or laughed at and thought stupid. This game is designed to help remove the fear, and to free us to do many of the things we would like to do but are afraid to do.

THE OBJECT OF THE GAME IS

1. To free people from some of the needless and unnecessary fears that others inspire, and so liberate the power to create, to think, to learn and to love.

2. To teach us to free others from unnecessary fears and thus liberate their enerties, and powers. It should enable anyone to teach others by making them feel adequate rather than scaring them into learning by the threat of being called stupid, inadequate or helpless.

PROCEDURES FOR STARTING THE GAME

1. A group of two or more persons get together and agree to play the game.

2. Each person makes a list of things which others can do that make him feel good about himself.

3. When everybody is finished writing their list one person volunteers to be the focus or center of attention. He then reads his list. Others respond by asking questions and saying things about him that make him feel good about himself using clues from the list. In addition, the following four suggestions may be used in helping the focus feel good about himself.

4. The focus person may have the center of attention for as long as he wishes unless a previously decided time limit was agreed upon.

5. When the center of attention moves away from the focus person by accident or because somebody has taken it away, a group member should bring it back where it belongs.

6. When the focus person has had the center for as long as he wants or when his time is up, he ceases to be focus and someone else may volunteer to be focus or the game may end.

YOUR SUGGESTIONS FOR GROUP MEMBERS

a. LISTENING TO OTHERS WHEN THEY SPEAK, WITHOUT INTERRUPTING: To interrupt when someone is talking to you is a sign that you are not interested in hearing what he has to say to you. To show that you are not interested makes the person feel bad. If you make him feel bad, he may stop talking to you, you may feel bad. . . or even become angry.

But, if you really listen when people talk to you . . . this will make them feel that you are interested in what they have to say. They will enjoy talking to you because your attentiveness will make them feel good. When you want to talk, they will feel like listening to you. This will make you feel good about yourself. When someone makes you feel good about yourself, you like that person. If you make someone else feel good . . . he likes you. When two people like each other, friendship is born.

b. TELL OTHERS WHAT YOU LIKE ABOUT THEM. . . .PRAISE THEIR GOOD QUALITIES: if you make a habit of telling other only bad things about themselves, it makes them unhappy, unpleasant, or even mad. When people are mad and unhappy they try to get even by saying or doing unpleasant things to others. . . they try to hurt others. . . . . they might exert physical violence. You might be the victim.

But if you tell people good things about themselves. . . . praising the qualities in them that you really admire, it makes them experience pleasant, happy feelings; they are more fun to talk with, work with, or just to be with. They may tell you good things about yourself which will make you a happier, more pleasant person to be with. You will enjoy each other more.

c. SHOW A GENUINE INTEREST IN OTHER. . . . LET THEM KNOW YOU UNDERSTAND HOW THEY FEEL. People sometimes pretend to be interested in others when they want a favor; or when they want someone to do something for them. This is not a genuine interest and it disappears as soon as the favor is accomplished. If you are interested in people only when they can do something for you, they will soon be aware of your game, and come to dislike you . . . they will stop doing anything for you. Then you may find one day that you really need a favor but no one will help you.

But, if you are genuinely interested in others you show this in many ways; you ask questions about the way they feel, about what they are doing. You listen when they answer you. You show interest by being helpful . . . by saying: "I understand how you feel" . . . by sympathizing, by sharing common interests, by being thoughtful in countless little ways. When you do these kinds of things consistently the person knows you are really interested in him . . . and will be your friend.

d. BE HONEST WHEN YOU PRAISE, SAY ONLY THAT WHICH YOU SINCERELY FEEL: If you say things to others that you do not really believe, you will sound insincere and no one will believe you. Then nobody will believe you even when you are sincere. Saying nice things that you don't believe and pretending when you don't really feel that way are empty, artificial gestures . . . . They selfon help to make anybody feel better. Even you will not feel good about pretending. If people feel that you're always "putting them on" they ignore you, avoid you, or become very impatient with you.

Say only the good things you really believe and you will experience a personal sense of satisfaction from being honest and sincere. When people find that you are generally honest in what you say to them, they respect you and trust you. They feel good about the things you say to them. They try to be honest with you.

TWO SUGGESTIONS FOR FOCUS PERSON

a. THE FOCUS PERSON IN TALKING ABOUT HIMSELP SHOULD BE AS TRUTHFUL AND HONEST AS POSSIBLE. TELL AS MUCH ABOUT YOURSELF AS YOU DESIRE TO . . . . BE AS HONEST AS YOU CAN . . . . IF YOU REALLY HAVE GOOD THINGS TO SAY ABOUT YOURSELF, DON'T BE TOO MODEST TO SAY THEM. IF YOU WANT TO SAY SOMETHING ABOUT YOURSELF THAT IS NOT NECESSARILY GOOD . . . . DON'T FEEL ASHAMED TO SAY IT: sometimes you feel good it you can talk about yourself. When you feel this way it is good to do so. There are two things which people sometimes do when they talk about themselves which are not good: To build oneself up by exaggeration or to be extremely modest, and tear yourself down. It is not good to do either of these. If people find that you always exaggerate the truth, they will not believe anything you say. If people find you are always tearing yourself down, they will become bored with you. It is best to try to be as honest as you can and by doing so you will be more interesting to everyone.

b. WHEN YOU ARE TALKING ABOUT SOMETHING THAT YOU KNOW OR CAN DO WELL BE SURE THAT YOU OFFER TO SHARE YOUR KNOWLEDGE OR SKILL. YOU CAN SHARE YOUR KNOWLEDGE OR SKILL IN THE FOLLOWING WAY. MAKE SURE THAT THE OTHER PERSON REALLY WANTS TO LEARN THAT. GIVE YOUR THOUGHT AND FEELINGS ABOUT WHAT YOU KNOW OR CAN DO AS WELL AS THE BARE FACTS. TEACH A LITTLE BIT AT A TIME AND BE SURE THAT WHAT YOU'VE TAUGHT HAS BEEN LEARNED WELL BEFORE GOING ON TO THE NEST STEP. When you talk about what you know or can do without offering to share the knowledge it makes others feel inferior or jealous. Instead of respecting you and liking you for what you know it often makes them angry. Then they make remarks about you or refuse to listen to you. When you offer to help them acquire your knowledge or skill it takes away their reason for being jealous or angry. Instead of being angry and ignoring you they will listen and admire you. When they have knowledge and skills that you lack they may offer to help you learn them instead of boasting and making you feel bad. When everyone learns to share their knowledge and skill instead of boasting and making others feel bad then we will all be able to do things better, we will be smarter, be able to have more fun, have more friends and be happier.

OTHER VARIATIONS OF THE FOCUS GAME

The positive focus game can be used in many different ways. All one has to do to make another game out of it is change what the focus person does at the beginning. Whatever the focus person does the others respond by asking questions and syaing things which will make him feel good about himself using the clues he gave at the first session and the general rules.

1. In the freest kind of positive focus game the focus person chooses to talk about or do anything he wants to do. He may show and talk about a picture, sing a song, recite a poem, talk about something he is proud of, present a problem, anything he chooses.

2. In less free positive focus games the group decides what the focus person will talk about, or do. So if the group is interested in giving a party, each focus person can give his ideas of a good party. If the group is interested in drawing, each focus person can present a picture with the others talking about it . . . . etc.

Developing the Skills to Use the Values Alternative Explication Game

NEXTEP 0122
May 3, 1968

Saville Sax

VALUES ALTERNATIVE EXPLICATION GAME

1. Members think of some trait or issue or way of acting, like orderliness vs messiness, courage vs cowardice, facing vs withdrawing, or free choice vs fidelity, etc.

2. The members dicide which issue to discuss.

3. In the discussion an attempt is made to explore the immediate and long range consequences of each position on the issue. The rules of the discussion game are used to do this.

Developing the Skills to Use the "Audience Power Game"

7/1/68

F. McCarty
#0171

The Audience Power Game

An audience in a theater can be a very powerful group. They have power in the choice of whether or not to purchase tickets, to aplaud, to boo, to walk out, etc. However, in this country, people rarely boo or walk out. We sit through the most boring productions and sometimes even applaud them. The most that people will do is leave during the intermission.

Other audiences are not as lucky in the range of their options. In school or church or business, people find it impossible, embarrassing, or even dangerous to leave. Booing is not permitted. What other options are open to the members of the class, the congregation, the board meeting?

The following is a game which can be played in group having meetings. It enables the members of an audience to express some of their feelings directly to the speaker or leader.

It gives immediate feedback to the speaker or leader. This feedback cannot be ignored. The leader has to deal with it immediately. This should lead to more satisfying meetings, classes, etc.

1. A group, which has regular meetings scheduled, agrees to play the game.

2. A series of signals are worked out below:

   a. Arms folded on chest--means, "I'm still listening but you haven't convinced me."

   b. Clenched fist on chest--means, "you're making me nervous."

   c. Shrugging shoulders--means, "I really can't understand you."

   d. Palm fist on cheek, head restin on hand--means, "You're boring me."

e. Fingers drumming on desk--means, 'get to the point, already."

f. Nodding--means, "I understand."

g. Smiling--means, "I agree."

h. Shaking the head sideways--means. "I disagree."

i. Verbal signals can also be used:

"No. "---means, "I disagree."

"Yes. "---means, "I agree."

"Help. "---means, "I don't understand you."

3. Not too many signals should be used, otherwise it will get too confusing.

4. The members of the audience should attempt to give these signals clearly, but not distractingly.

5. The speaker should stop whenever he's getting a great deal of feedback which disturbs him. He should discuss the process with the audience.

6. The audience should then try to give him constructive criticism.

7. After some sessions, the group might discuss adding new signals, changing or deleting old signals.

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Developing the Skills to Use the "Group Interview"

GROUP INTERVIEW

Objectives:

1. To share with the other group members some of your personal interests and life activities.
2. To share and discuss some of your beliefs.
3. To share and discuss some of the things you value.

Instructions:
The group interview may be conducted in one of two ways. Choose one of the following:

Number one: Group members volunteer to be interviewed. (You may also choose not to be interviewed.) Then the group focuses on one member asking any questions of interest about the member's personal life, family, personal history or background, beliefs, or values. The interviewee may choose not to answer any question which he feels is too personal, untimely, or inappropriate. The interviewee may also ask the interviewer his purpose in asking the question before he chooses to answer.

Number two: The focus shifts rapidly from one group member to another with any member asking any other member questions of interest--personal life, family, history and background, beliefs, values. The same ground rules apply.

Ground Rules:
1. Personal information, beliefs, and values are to be shared and discussed on a voluntary basis. Please remember that there are things which all of us do not wish to discuss with others at a particular moment. This feeling should be recognized and respected by all members of the group.
2. The group interview is not the place for argument or debate. Please respect each other's right to live differently, feel differently, think differently, believe differently, and value differently. You may well disagree with someone in the group, but try to understand his position rather than telling him he is wrong to try to make him change. People are more apt to change life styles, beliefs, and values from experiencing more meaningful ones rather than being badgered into feeling their's are wrong.

Sample Questions:
How many brothers and sisters do you have?
Do you get along with your parents?
What are your hobbies?
What is the most exciting thing that has ever happened to you?
What is the most embarrassing thing you have ever done?
Do you believe that men should be free at all costs?
What is one thing you would never believe in?
What in your life do you value most?
If you had to choose, would you rather be sickly, poor, or disfigured?

Appendix to Module

GUIDELINES FOR USING CLARIFICATION TECHNIQUES

The following are some important guidelines which you will need to remember as you use most of these techniques with groups of students. Since with most techniques such as the rank order, students will respond verbally with their preference.

1. First of all, identify and explain the technique to let them know that to begin the technique, you will start with someone and go around the room, you then read the nonverbal communication of the students in the classroom to identify who would like to start the responses. (To identify this nonverbal communication, you simply look at the faces of the students, and the students who would like to begin the exercise will tell you so by the way they look at you. Those who do not want to start may also tell you by looking at the floor, etc.)

2. Be sure that students know they can say "I pass" if they do not want to respond.

3. Be sure that every student participates in the technique by either giving his response or saying, "I pass". Do not allow students to start saying "I agree" to a former reply, but inform them that they must give their own response even though it may be the same as the person before them. (If you allow students to say, "I agree", a social pressure soon builds up to say the same thing.)

4. Do not get too involved in the answers that the students are giving or even whether you agree with what the students are saying. They are attempting to clarify their own, not your values.

Categories For Interaction Analysis of Value Clarification Behaviors

TEACHER TALK

INDIRECT INFLUENCE

1. **Choosing:** Teacher asks questions leading student to select, elect or choose a value
    a. Freely
    b. From Alternatives
    C. After Consideration
2. **Prizing:** Teacher asks questions leading student to express his liking for a value
    a. Cherishing
    b. Affirming
3. **Acting:** Teacher asks questions leading student to do something, to act repeatedly, to clarify his value
    a. Do Something - inquire, seek more information, comprehend, apply, analyze, synthesize and evaluate a value
    b. Do Repeatedly - ask questions repeatedly
4. **Asks Question:** Teacher initiates a question on a value

DIRECT INFLUENCE

5. **Lecturing:** Teacher gives his own opinion on values in various forms. Imperatives - you must -. Judgments - -- is good. Normative statements - The rule is --. Descriptive Statement - This is better than --. Ask rhetorical questions. Included are statements, e.g. You ought to --. I believe you should do --. Most people do --. Most people feel that --. Informed perspective --. My feeling about that is --.
6. **Rebuking** and/or **Punishing:** Teacher rejects pupil's questions and/or value, devaluates the worth and competence of the question of the pupil. A threatening manner and punishment may be added.
7. **Dissonant Responses:** Teacher uses the dissonant responses of Klevan to distort pupil's utterance, discredit it, counter it, focus on extreme and indeterminate matters, critize, judge.

T TALK

8. **Student Talk - Response:** Student responds to teacher's value - clarifying question indicating Choosing, Prizing or Acting on a value.
9. **Student Talk - Value Indicator:** Student expresses his own attitude, interest, purpose, aspiration, past or intended activity.
10. **Student Talk - Inquiry:** Student initiates a question to the teacher about a value or asks a question in response to the teacher's question, seeking more knowledge, comprehension, application, analysis, synthesis, evaluation about a value.
11. **Silence or Confusion:** Silence for short periods, pause in which no verbal communications occurs on a value or its indicator.

INTERACTION ANALYSIS OF VALUE-CLARIFICATION BEHAVIORS Bureau of Educational Research Pennsylvania Department of Education

Subject Matter with a Focus on Values

Sidney B. Simon
Merrill Harmin

How increasingly irrelevant the schools seem! Social conflicts range all around us and the schools (the universities, too) to trotting down their "bland" alleys and continue to devote teaching time to grammar drills, the founding of Jamestown, and the urgent problem of how tall the flag pole is if its shadow is fifty feet at high noon.

If only we could see that the confrontation of high noon is here now, and if any drills are in order perhaps they ought to be riot drills. If we must measure shadows, let them be the shadows of de facto segregation which cloud our land.

Of course this is not easy. Almost all of us feel tremendous ambivalence as we wrestle with that question of just how much of the standard subject matter of the school is to be set aside to make room for dealing with the current concerns of our society. We can all too quickly cite the fact that these problems are not the school's fault, and that they are too beg, too all-encompassing to be tackled in school anyhow. Or we say we have other obligations, like teaching our students the inheritance of man's intellectual past.

What a school budgets time and money for, however, tell what it prizes. What and who it rewards tell what it cherishes. What the school asks on its true and false questions says more than almost anything else what it cares about, and just now, with the heavy emphasis upon college entrance, the schools care most deeply about putting in more subject matter.

We are not going into that weary either/or argument about subject matter or play-play-play. We have nothing against subject matter, per se. We do have an urgent need, however, to make subject matter more relevant, and to us, relevancy means that the subject matter *must* illumine a student's values. Louis Raths puts it this way: "The function of information is to inform. To inform what? To inform our values."

Three Levels

Information which stays merely at the level of filling in the holes of a crossword puzzle, or name-dropping at a suburban cocktail party is information which we really do not need. So much of schooling is at this facts-for-facts level. There is a second level, a higher level, engagingly presented by Bruner, and this is called the concept level. We believe that there is still a higher level, a level which makes use of facts and concepts, but which goes well beyond them in the direction of penetrating a student's life. This we call the *values level*.

Let us look at an example to make this point. Take the favorite social studies topic, "The United States Constitution." We can teach this at the fact level, the concept level, or the values level.

I. Fact Level (U.S. Constitution)

1. Information about where and when the Constitution was drawn up.
2. Who was involved and which colonies wanted what in it.
3. Information about how it differed from the Articles of Confederation.
4. Data on what was in the preamble and perhaps asking the class to memorize it.
5. A list of the first 10 amendments and why they were called the Bill of Rights.
6. The order in which the colonies ratified the document.

The above items should be fairly familiar facts to most of us, although we have probably forgotten the specifics. At one time, this topic was presented to us in an organized manner, each fact building upon fact. Unfortunately, it was difficult to remember then and it still is hard to retain. It was of interest to only a few students and of little use even to them in any relevant search for values which might enlighten living in today's world.

Thus, many teachers tried to teach the Constitution at the concept level, encouraged by Bruner and his followers.

II. Concept Level (U.S. Constitution)

1. Our Constitution as a landmark in the evolving concept of democratic forms of government.

2. The concept of "compromist" and how it operated in reconciling the economic forces of the period.

3. The motives of the signers and the constituencies all representatives are obligated to serve.

4. The social injustices which the Bill of Rights attempted to correct.

5. The concept of amendment and how it has operated in state legislatures and in Congress.

6. The Constitution today as seen in the actions of the Supreme Court and the American Civil Liberties Union, etc.

The above "subject matter" will be seen as the basis for good teaching. It attempts to build relationships between random facts and to pull together generalizations supported by data. Many educators would be proud to have this kind of teaching going on in their schools, but we would argue that this approach is simply not good enough for these complex times. Let us look now at the values level, that third level to which subject matter needs to be lifted.

III. Values Level (U.S. Constitution)

1. What rights and guarantees do you have in your family? Who serves as the Supreme Court is disputes?

2. Have you ever written a letter to the editor of a newspaper of magazine?

3. Many student governments are really token governments controlled by the "mother country," i.e. the administration. Is this true in your school? What can you do about it? If not you, who should do it?

4. Should the editorial board of your school newspaper have the final say about what is printed in it? How do you reconcile the fact that the community will judge the school, a tax supported institution, by what is printed in the school paper?

5. When was the last time you signed a petition? Have you ever been the person to draw one up? What did the last sign you carried on a picket line say?

6. Where do you stand on wire tapping, financial aid to parocial school, censorship of pornographic magazines, or the right of a barber to decide if he wants to cut a Negro's hair?

This kind of teaching is not for the faint-hearted. It often hits at the guts, but if we are to see the school as more than a place from which we issue the press release each spring which tells which colleges our students made, then we must do more teaching at this third level, this values level.

Let us be clear that teachers are not to throw out facts and concepts. Obviously, these are essential if we are to have anything to base our values upon. On the other hand, let us say forcefully that Levels I and II, no matter how brilliantly taught, do not clarify students' values. That third level has to be consciously and consistently pushed.

To Inform Our Values

Here is another example to argue for our third level point of view. Take Shakespeare's Hamlet. It is a good example for three reasons. It is taught universally, it is universally taught badly, and it is a play particularly ripe with values-teaching possibilities.

I. Fact Level (Hamlet)

1. Information on the year the play was written, and the

sequence it occupies in Shakespeare's works.

2. What country did Rosencranz and Guildenstern come from?
3. How did Hamlet's father die? How do we know that?
4. What is the relationship between Hamlet and Queen Gertrude? Between Hamlet and Polonius? And Ophelia?
5. Identify these quotations and explain why Shakespeare put them in the play.
6. What is Hamlet's tragic flaw?
7. Who are all the people dead at the end of the paly.

The above list is not meant to be all-inclusive by any means. Many other facts and details would be stressed by different teachers. Most teachers, however, feel at ease with such material. Students have been trained to feel comfortable with it, too. They know how to give the teacher what he wants on the kinds of questions which will be asked on tests. (True or False: Ophelia died from an overdose of rosemary?)

Teachers who are more aware will more often be teaching at the second level, the concept level.

II. Concept Level (Hamlet)

1. The concept of tragedy as opposed to comedy and how Shakespeare departed from the Aristotelean concepts of drama.
2. To understand the various thematic threads of: incest, indecision, revente, etc.
3. To know the dramaturgy behind the "play within a play" concept.
4. The concept of "ghost" as it was understood by an Elizabethan audience.
5. Psychological concepts which motivate Hamlet, Gertrude, Laertes, etc.
6. The various ways *Hamlet* has been played by the great Shakespearean actors.

Again, our lists are merely suggestive. It should, however, be quite apparent that this kind of teaching is much more lively and meaningful as compared with the survey of routine facts or going over the play line for line. Nevertheless, it is a serious error *not* to take your teaching to that third level, the values level. *Hamlet* is so very well-suited to help students develop the skills of clarifying their values and evaluating their lives. We believe that questions like the ones below should help students to do this.

III. Values Level (Hamlet)

1. King Claudius supposedly killed to get ahead. How far will you go to get what you want?

2. Laertes hears his father's advice, and it comes out a string of cliches. What kind of advice do you get which fails on your deaf ears?

3. Part of Hamlet is about the obligation of a son to seek revenge for his father. Where do you stand on that kind of act?

4. Hamlet is cruel to Ophelia. In what ways have you ever been cruel to members of the opposite sex? When have you been the recipient? Is cruelty an essential part of love to you?

5. What are some things about which you are having trouble making up your mind? Where will you go for help? Whom do you trust? How will you know that you have made a wise decision?

6. What kind of son or daughter do you want to be?

7. Death is a regular happening in Hamlet. How close have you ever come to death? What part of you responds to a news story of death on the highway, death in Vietnam?

It might be well to take a look at the third level, the values level, questions posed here. For one thing, the questions have a heavy component of "you" in them. Among these "you" questions there are some which invite a student to examine alternatives and to follow out the consequences. Some search for elements of pride in his choices. All of them, hopefully, cause him to look more closely at his present life, to see it as related to the subject matter he is studying. Some of the alternatives show that the subject matter could be pertinent to his personal existence. This is essential, this linking of the facts and concepts to the choices and decisions in the student's real life, at least if we are serious about teaching for the clarification of values.[1]

Among these "you" questions there are several which get the student to look at what he is actually doing in his life. The questions about the United States Constitution at the third level illustrate this clearly. This action emphasis is very important in the search for values. Many of the social conflicts of our time rage on because so many of us have a giant gap between what we "say" and what we "do". For many of us this gap is a chasm.

These are troubled and confused times in which to grow up. To live life with integrity becomes more and more difficult for more and more people. The threads of alienation which are increasingly woven into our youth must give us all deep concern.

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[1] For more on the values theory which supports this article, see: Louis E. Raths, Merrill Harmin, and Sidney B. Simon, Values and Teaching. Columbus: Charles E. Merrill Books, Inc., 1966.

We must demand of the subject matter we teach that it makes us more than politely erudite. We must insist that it relate to students' lives. It must pertain to the realities of life in this complex and confusing time. Subject matter which is lifted to that third level, that values level, will give us a fighting chance. We must not be guilty of ignoring Dag Hammarskjold's warning: "In modern times we are in danger of taking facts for knowledge, and knowledge for wisdom."

Professor Ruth Strang of Columbia University once printed a little story which she entitled "A Curriculum Fable". It went like this:

One time the animals had a school. The curriculum consisted of running, climbing, flying and swimming and all the animals took all the subjects.

The duck was good in swimming, better in fact, than his instructor, and he made passing grades in flying, but he was practically hopeless in running. Because he was low in this subject, he was made to stay in after school and drop his swimming class in order to practice running. He kept this up until he was only average in swimming. But average was acceptable, so nobody worried but the duck.

The eagle was considered a problem pupil and was disciplined severely. He beat all the others to the top of the tree in the climbing class, but he insisted on using his own way of getting there.

The rabbit started out at the top of the class in running, but he had a nervous breakdown and had to drop out of school because of so much makeup work in swimming.

The squirrel led the climbing class, but his flying teacher made him start flying lessons from the ground instead of from the top of the tree down. He developed charley-horses from over-exertion at the take-off and began getting "C's" in climbing, "D's" in running.

The practical prairie dog apprenticed their offspring to a badger when the school authorities refused to add digging to the curriculum.

At the end of the year, an abnormal eel that could swim well, run, climb, and fly a little was made valedictorian.

University of Toledo

Course 312:320

Module 04: Value conflict among school roles

Fall 1973 Revision/Gentry, Yorke

312 - 320

Module Four

I. Department/Context: Societal Factors

II. Subject or Topic: Social Control

III. Title: Value conflict among school roles

IV. Prerequisites: 312 modules 1, 2, and 3

V. Objectives:

A. Terminal performance objective - Given descriptions of school problems involving pupils, teachers, parents and administrators, to be able to correctly identify: 1) the roles interacting, 2) the value indicators present, 3) the value rich areas illustrated; 4) the valuing criteria evidenced, with less than 10% error.

B. (Enabling objectives:)

1) Given descriptions or simulations of interactions between students and administrators, to identify value indicators, value rich areas, and valuing criteria presented in the descriptions, with less than 10% error.

2) Given descriptions or simulations of interactions between students and teachers, to identify value indicators, value rich areas, & valuing criteria presented in the descriptions, with less than 10% error.

3) Given descriptions or simulations of interactions among students, to identify value conflicts and congruencies among them as inferred in the descriptions, with less than 10% error.

4) Given descriptions or simulations of interactions between teachers and administrators, to identify value indicators, value rich areas, & valuing criteria presented in the descriptions, with less than 10% error

5) Given descriptions, or simulations, of interactions among teachers to identify the value indicators, value rich areas, & valuing criteria presented in the descriptions, with less than 10% error.

6) Given descriptions or simulations of interactions among administrators, to identify the value indicators, value rich areas, & valuing criteria presented in the descriptions, with less than 10% error.

7. Given descriptions or simulations of interaction between parents and school personnel, to identify the value indicators, value rich areas, & valuing criteria presented in the descriptions with less than 10% error.

VI. Sequence of Instructional Activities

A. Complete the pretest. If successful, go on to the pretest for the next module. If not successful, follow the procedures below.

B. The steps below will be carried out in the assigned class times, except when other times are specified .

1. Listen to professor's introduction.
2. Study the objectives of the Module.
3. View the "Critical Incidence" film.
4. Discuss the film.
5. Form into teams for role-playing.
6. Assignments of role-play objective, and time of presentation.
7. Instructional team members help role-play teams plan their presentations.
8. Read the following outside of class:
    1) The Poor Scholar's Soliloquy
    2) The Animal School

9) Presentation and videotaping of role-plays.

10) Respond to the School Roles Value Conflict Sheet.

11) Discussion seminars dealing with responces to the Value Conflict Sheet.

12) Complete the Posttest for Module 3.

    a) In the posttest, you will view novel videotaped instances of value conflict among school roles, and for each instance select the correct response on the correlated multiple-choice test.

    b) Students scoring an "N" (below 70%) and students scoring "AC" (About 80% and who wish a higher grade), will recycle the module.

    c) Students scoring a "MC (90% or above) will take the pretest for the next module.

University of Toledo

Course 312:320

Module 05: Social class, values and school behaviors.

Fall 1973 Revision/Sikula

312:320

Module Five

I. Department/Context: Societal Factors

II. Subject or Topic: Social Control and Education as a Social Institution

III. Title: Social Class, Values and School Behavior

IV. Prerequisites: 312:320 Modules 1, 2, and 3

V. Concepts and Objectives:

A. Concepts:

1. Social class data and information by themselves are insufficient for accurately predicting or explaining the behavior of individuals.

2. Some valid and useful generalizations about social class behavior can be made.

3. Schools reinforce and perpetuate middle-class values which are often in conflict with the values of individual students and teachers.

4. Students and teachers are expected to follow middle-class operating principles.

5. Schools and other social institutions develop rules to regulate behavior.

6. The bureaucratic organization of schools contributes to role conflicts and power discrepancies.

B. Objectives:

1. Given a list of value indicators, students will be able to associate and label these with the most appropriate socio-economic classes. A score of 70 percent correct will constitute AC while a score of 90 percent will represent MC.

2. Given a list of operating principles, students will be able to associate and label the middle-class and bureaucratic behavior patterns which generally operate in schools. They will also be able to write specific examples of student and teacher role conflicts which are probable given these statements. The same AC and MC performance levels pertain to part one of this objective. For part two, one appropriate student role conflict and one teacher conflict example will represent AC while two appropriate examples of each will represent MC.

VII. Treatment and Materials:

Students will play the game Star Power.

A. Using an inquiry technique, students will generate criteria for social class membership and will characterize the behavior, value indicators, etc. of three basic socio-eonomic classes. Class members will assemble themselves in a line according to their class status.

After viewing the film, "The Way It Is," students will respond to the question? Is this a typical inner-city situation?

What behavior, value indicators, etc. did you observe which are helpful in determining the social-class composition of the class and individuals within it?

How would behavior observed be different in a typical suburban or rural school? In a secondary as opposed to an elementary school? By consensus the class will generate a key to the pretest. This key will agree at least 90% with the instructor's key, the "points to be made" handout is then discussed.

B. Students will be asked to respond to the following questions?

What middle-class value indicators and operating principles appear to be at work in the film? Do these change with different kinds of schools, (inner city vs suburban, elementary vs secondary, etc.)?

Through an inquiry technique, students will generate criteria for a bureaucracy. These criteria and their applicability to schools will be discussed in an analysis of the inquiry session. Students will be asked, "What kinds of student and teacher conflicts are probable and common given the middle-class and bureaucratic value indicators and behavior tendencies in schools? Students will be asked to respond to a confidential questionnaire, middle-class principles.

VIII. Posttests. The written pretest for objective B will generally serve as the posttest. The posttest for objective A on the next page.

University of Toledo

Course 312:320

Module 06: Teacher Professionalism and Accountability.

Fall 1973 Revision/Sikula

312:320

Module Six

I. Department/Context: Societal Factors

II. Subject or Topic: Education as a Social Institution

III. Title: Teacher Professionalism and Accountability

IV. Prerequisites: 312:320 modules 1, 2, 3, 4, and 5.

V. Concepts and Objectives:

A. Concepts:

1. Teachers are expected to perform a variety of roles associated with their positions as teachers.
2. The specific behaviors expected for teachers, i.e., what is acceptable behavior in various situations, has been and continues to be a controversial matter.
3. Teachers are not commonly regarded as "professionals."
4. Teachers commonly engage in behavior which is nonprofessional.
5. The advancement of teacher professionalization depends upon changing typical teacher role expectations and behavior.
6. The MUS, IGE, CBTE and accountability trends in teacher preparation and school organization facilitate teacher professionalism.

B. Objectives:

1. Students will be able to list many different roles teachers are commonly expected to play in schools. A listing of at least 15 distinctly different roles will represent AC while 20 will represent MC.
2. Students will be able to generate and list the commonly accepted criteria of a profession. A listing of 7 distinct criteria will represent AC while a listing of 10 will represent MC.
3. Students will be able to list and explain (in writing and in regard to professional criteria) changes in teacher behavior required to further professionalize teaching. A listing of 7 distinct, appropriate behaviors will represent AC while a listing of 10 will represent MC.
4. Students will be able to list and explain (in writing and in regard to professional criteria) why MUS, IGE, CBTE and accountability trends can faciliate teacher professionalization. A listing of 7 appropriate reasons will represent AC and 10 will represent MC.

VII. Treatment and Materials:

A. Students will verbally respond to the instructor's question "What roles are teachers commonly asked to play in schools?" A running list will be recorded on the board.

B. After reading a handout on professional criteria, students will generate and discuss with the instructor the rationale behind commonly accepted professional criteria.

C. Students will be asked to refer back to the list of roles commonly played by teachers, and they will categorize these as professional or nonprofessional. Approriate rationale for categorization will be required.

Students will then be asked to indicate behavioral changes which teachers would have to engage in to make the nonprofessionally categorized roles become professional ones. Additional changes needed to further professionalize teaching will be solicited verbally through an inquiry method after examining the NEA Code of Ethics.

Students will be asked to keep a copy of the revised professional and nonprofessional roles, and will be asked to keep an informal tally of roles that they see being played when they visit their multi-unit schools. After data collection, the tallys will be reported and compared in class, and the class will discuss the questions "How might these tallys differ in a nonmulti-unit school?" Why?

D. After reading Accountability in Schools, and after using an inquiry method to discuss the concepts, MUS, IGE and CBTE (each discussion will be lead by a different instructor), students will be asked the questions "How can these trends help in further professionalizing teaching." Why?

In discussing the concept of accountability, the film "Which Way for Accountability?' will be viewed and a discussion will follow the average classroom teacher? for students? for parents? for school administrators? Why does Shanker along with many other leading educators oppose performance contracting and vouchers as forms of accountability? Can performance contracts and vouchers be used within the public school system to achieve specific instructional objectives and to further professionalize teaching: Why or how?

VIII. Posttests.

The pretest questions will be used for the posttest.

This module may also be taught self-instructionally. Appropriate resources chosen from any of a number of good sources can be made available to students who may work independently or in groups on answering these take-home questions.

Objective B, Reference 1

Characteristics of a Profession (N.E.A., Division of Field Service, "The Yardstick of a Profession," Institutes on Professional and Public Relations, Washington, D.C.: The Association, 1948, p. 8).

1. A profession involves activities essentially intellectual.
2. A profession commands a body of specialized knowledge.
3. A profession requires extended professional (as contrasted with solely general) preparation.

4. A profession demands continuous in-service growth.
5. A profession affords a life career and permanent membership.
6. A profession sets up its own standards.
7. A profession exalts service above personal gain.
8. A profession has a strong, closely-knit, professional organization.

Criteria of Professional Status (James C. Stone, California's Commitment to Public Education. N.Y. Thomas Y. Crowell, 1961, pp. 162-64.

1. The members of a profession perform an essential social service--one which is fundamental to the welfare of society.
2. The essential social service rendered by members of a profession is based on intellectual techniques and abilities.
3. The members of a profession have undergone an extended period of specialized preparation.
4. The members of a profession associate together as a self-governing organization of practitioners for such purposes as (a) defining the scope of individual and group autonomy, (b), disciplining their members, (c) maintaining and improving standards, and (d) participating in decisions affecting professional practice.
5. The members of a profession develop and are guided in their professional and personal behavior by a code of ethics.

Achievement of Professionalization (Everett C. Hughes, Men and Their Work. N.Y.: The Free Press, 1958, p. 505.)

Hughes had discussed professions as occupations which possess both a license and a mandate from the larger society--license being defined as the successful claim to carry out certain activities which others may not perform, and to do so in exchange for remuneration; and mandate being defined as the right to determine what is the proper conduct of others toward these activities. The steps by which an occupation that functions within an institution, such as teaching, reaches the status of a profession may be said to be these:

1. Some members of the occupational group begin the movement towards professionalization by organizing their membership and defining more precisely its relationships with other occupations and with laymen in the functioning of the institution.

2. Curriculum for the training of practitioners is developed and standardized by the efforts of a body set up to accredit training efforts and to certify qualified practitioners.

3. The curriculum is incorporated into the university and is further standardized, with bachelors and later graduate degrees awarded.

4. A corps of persons specializing in the training of future practitioners develops and research is conducted.

5. The prerequisites for practicing the profession multiply, resulting in the necessity for a firm and early commitment to the occupation on the part of the would-be practitioner.

6. *Infra dignitate* occupational duties are assigned to non-professionals (that is, in this case, that teachers will only teach and other persons will correct papers, counsel students, and keep discipline).

7. The service rendered becomes esoteric; that is, the client has some idea of the results he wants but is in no position to judge the quality of the service he receives.

8. The group attempts to keep judgments of competence within the circle of colleagues.

9. Society grants the occupational group a mandate--to tell laymen what is good and right for the individual and for society in this particular area.

Objective 3, Reference 1

NEA Code of Ethics

Preamble

The educator believes in the worth and dignity of man. He recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic citizenship. He regards as essential to these goals the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts his responsibility to practice his profession according to the highest ethical standards.

The educator recognizes the magnitude of the responsibility he has accepted in choosing a career in education, and engages himself, individually and collectively with other educators, to judge his colleagues, and to be judged by them, in accordance with the provisions of the code.

PRINCIPLE I

Commitment to the Student

The educator measures his success by the progress of each student toward realization of his potential as a worthy and effective citizen. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfilling his obligation to the student, the educator--

1. Shall not without just cause restrain the student from independent action in his pursuit of learning, and shall not without just cause deny the student access to varying points of view.
2. Shall not deliberately suppress or distort subject matter for which he bears responsibility.
3. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
4. Shall conduct professional business in such a way that he does not expose the student to unnecessary embarrassment, or disparagement.
5. Shall not on the ground of race, color, creed, or national origin exclude any student from participation in or deny him benefits under any program, nor grant any discriminatory consideration or advantage.
6. Shall not use professional relationships with students for private advantage.
7. Shall keep in confidence information that has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
8. Shall not tutor for remuneration students assigned to his classes, unless no other qualified teacher is reasonably available.

PRINCIPLE II

Commitment to the Public

The educator believes that patriotism in its highest form required dedication to the principles of our democratic heritage. He shares with all of our citizens the responsibility for the development of sound public policy and assumes full political and citizenship responsibilities. The educator bears particular responsibility for the development of policy relating to the extension of educational opportunities for all and for interpreting educational programs and policies to the public.

In fulfilling his obligation to the public, the educator---

1. Shall not misrepresent an institution or organization with which he is affiliated, and shall take adequate precautions to distinguish between his personal and institutional or organizational views.
2. Shall not knowingly distort or misrepresent the facts concerning educational matters in direct and indirect public expressions.
3. Shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
4. Shall not use institutional privileges for private gain or to promote political candidates or partisan political activities.
5. Shall accept no gratuities, gifts, or favors that might impair or appear to impair professional judgment, nor offer any favor, service, or thing of value to obtain special advantage.

PRINCIPLE III

Commitment to the Profession

The educator believes that the quality of the services of the education profession directly influences the nation and its citizens. He therefore exerts every effort to raise professional standards, to improve his service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, he contributes actively to the support, planning, and programs of professional organizations.

In fulfilling his obligation to the profession, the educator---

1. Shall not discriminate on grounds of race, color, creed, or national origin for membership in professional organizations, nor interfere with the free participation of colleagues in the affairs of their association.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall not use coercive means or promise special treatment in order to influence professional decisions of colleagues.
4. Shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves professional purposes.
5. Shall not refuse to participate in professional inquiry by an appropriate professional association.
6. Shall provide upon the request of the aggrieved party a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
7. Shall not knowingly distort evaluations of colleagues.
8. Shall not misrepresent his professional qualifications.

PRINCIPLE IV

Commitment of Professional Employment Practices

The educator regards the employment agreement as a pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. He believes that sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. The educator discourages the practice of his profession by unqualified persons.

In fulfilling his obligation to professional employment practices, the educator---

1. Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
2. Shall apply for a specific position only when it is known to be vacant, and shall refrain from underbidding or commenting adversely about other candidates.
3. Shall not knowingly withold information regarding a position from an applicant, or misrepresent an assignment or conditions of employment.
4. Shall give prompt notice to the employing agency of any change in availability of service, and the employing agent shall give prompt notice of change in availability of nature of a position.
5. Shall not accept a position when so requested by the appropriate professional organization.
6. Shall adhere to the terms of a contract or appointment, unless these terms have been legally terminated, falsely represented, or substantially altered by unilateral action of the employing agency.
7. Shall conduct professional business through channels, when available, that have been jointly approved by the professional organization and the employing agency.
8. Shall not delegate assigned tasks to unqualified personnel.
9. Shall permit no commercial exploitation of his professional position.
10. Shall use time granted for the purpose for which it is intended.

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University of Toledo

Course 312:320

Module 07: Operation of Audio-visual Equipment

Fall 1973 Revision/Gentry

312:320

Module Seven

I. Department/Context: Educational Media & Technology/Educational Technology

II. Subject/Topic: Instructional Media & Mediated Instruction/Utilization of Instructional Materials

III. Title: Audiovisual Equipment Operation

IV. Prerequisite(s): none

V. Rationale:

Traditionally, students have been expected to sit passively while a stream of teacher verbage flowed around them. The teacher's task was to sustain the flow of golden words, and it was the student's task to catch what nuggets he was able, as they flowed past. Today, the student still has responsibility for learning, but few teachers regard merely expounding as sufficient, and most of them agree that student success is also a responsibility of both the teacher and the instructional program. With this has come the understanding that individual students learning needs differ, and that different learning tasks may require quite different methods of teaching. Today, the search for alternative ways of teaching and learning occupy a large percentage of the teacher's time.

Educational Media have opened up a vast range of alternatives for teaching and learning. There presently exists a tremendous storehouse of potentially effective instructional materials trapped in the form of films, audio tapes, videotapes, filmstrips, transparencies, slides, and in the other media. Obviously, teachers cannot take advantage of these instructional materials if they lack the skills or the confidence to operate the equipment through which the various media may be presented.

This module of instruction is designed to provide students with the skills and confidence needed to successfully operate the basic pieces of audiovisual equipment.

VI. General Objectives: To develop the necessary knowledge and skill in the operation of the basic audiovisual equipment.

VII. Specific Objectives:

1. Given a Bell & Howell 16mm manual load film projector the learner will be able to, within 6 minutes, project and rewind a 2 minute film adjusting the focus, framer and elevation controls, without error.

2. Given a Bell & Howell 16mm Auto-load film projector the learner will be able to, within 5 minutes, load, project, and rewind a 2 minute film adjusting the focus, framer and elevation controls such that the image is suitable for instructional purposes, without error.

3. Given a Kodak Carousel slide projector, within 5 minutes the learner will insert 5 slides in the tray and project a properly oriented image using forward, reverse and focus controls located on the machine and on the remote unit, without error.

4. Given a Wollensak 1500 tape recorder, within 3 minutes the student will thread, rewind, record, and playback 15 seconds of his voice such that the recording is audible and distinct for normal listening, without error.

5. Given a Wollensak 1500 tape recording, a 2 minute record audio tape and hardware for a 4 headset listening station, within 5 minutes to thread tape and make appropriate hardware connections so as to render the listening station functional, without error.

6. Given a Viewlex V-25 filmstrip projector, within 4 minutes the learner will insert the filmstrip element and project 3 frames using the focus, elevation, framer, and cooling controls and achieving an image of sufficient clarity for instructional use, without error.

7. Given a Viewlex V-25 filmstrip projector, within 4 minutes the learner will insett the slide element and project 3 slides using the focus, elevation, framer and cooling controls and achieving an image of sufficient clarity to be suitable for instructional use, without error.

8. Given an opaque projector and suitable copy, within 2 minutes the learner will load and project the copy on a screen using the focus, elevation and pointer controls such that it would be suitable for large group presentation, without error.

9. Given an overhead projector and a suitable transparency, within one minute the learner will position transparency and project an image on a screen using the focus and elevation controls such that the image would be suitable for large group viewing, without error.

10. Given a Technicolor 8mm film loop project within 5 minutes the learner will insert film cartridge, project, focus, frame, elevate, and remove cartridge from projector, without error.

11. Given an open reel helical scan videotape recorder deck and connected monitor, within 5 minutes to thread, playback, and rewind the videotape, such that the image on the monitor is suitable for instructional use, without error.

12. Given any of the basic pieces of audiovisual equipment using either light source lamps, or sound lamps, to be able to safely remove a defective lamp, and install a working lamp within four minutes, without error.

13. Given a randomly ordered set of 10-20 audiovisual operation problems, and a set of alternative solutions, to correctly match the problem with an appropriate solution, with less than 10% error.

VIII. Preassessment:

A cognitive and psychomotor preassessment are available for this module. In cases of previous experience competence may be demonstrated by achieving a 90% criterion level on the cognitive preassessment and 100% competence on the psychomotor preassessment.

The cognitive preassessment is available in the testing lab, UH 208 and the psychomotor preassessment may be taken in the media lab of Carlson Library.

IX. Treatment:

1. Take the cognitive preassessment (objective 13) for this module in UH 208. If competence is mastered proceed to the media lab in Carlson Library and demonstrate objectives 1-12 to the lab assistant. Should these objectives be mastered proceed to the next module, otherwise enter the instructional sequence where necessary to meet the module's criteria.

2. If unsuccessful on preassessment for objective 13, view the slide/tape: "Introduction to AV Equipment." This program is available in either Carlson Library or in the self-instructional laboratory in UH 206.

3. At this time the learner may elect to take the cognitive postassessment for this module on objective 13. The postassessment is located in UH 208. However, it has been noted that performance of the balance of the objectives (1-12) contributes to the effectiveness of the slide/tape related to objective 13. Therefore the student may elect to postpone the cognitive postassessment until completion of the psychomotor postassessment.

4. For the balance of the performance objectives, the following procedure is appropriate:

   a. Read the module objective and the criteria checklist related to the equipment being studied
   b. Secure and view the slide/tape related to that specific piece of equipment

   NOTE: There is no slide/tape for videotape recorder operation; therefore instruction will be provided by laboratory assistant at Carlson Library.

   c. Practice operation of the equipment until you feel you have mastered the objective
   d. Arrange to take the performance postassessment for each peice of equipment. This postassessment may not be taken sooner than the following day after practice on the equipment, and must be taken in the Media Lab at Carlson Library.

Check list

			NC	MC
Objective	1.	Bell & Howell 16mm Projector (Manual)		
	a.	proper threading techniques		
	b.	project film, making necessary adjustments for viewing (i.e., avoid keystone effect; maximum use of screen space)		
	c.	proper adjustment of focus		
	d.	proper frame adjustment		
	e.	proper elevation adjustment		
	f.	proper rewind technique		
	g.	within 6 minute time limit		
Objective	2.	Bell & Howell 16mm Autoload Projector		
	a.	proper loading technique		
	b.	project film, making necessary adjustments for viewing (i.e., avoid keystone effect; maximum use of screen space)		
	c.	proper adjustment of focus		
	d.	proper frame adjustment		
	e.	proper elevation adjustment		
	f.	proper rewind technique		
	g.	within 5 minute time limit		
Objective	3.	Kodak Carousel Slide Projector		
	a.	Insertion of slides for properly oriented image		
	b.	properly advances and reversed slides		
	c.	properly adjusts focus		
	d.	within 5 minute limit		
Objective	4.	Wollensak 1500 Tape Recorder		
	a.	proper threading		
	b.	proper recording technique (including adjustment of controls)		
	c.	proper rewind		
	d.	proper playback (audible & distinct)		
	e.	within 3 minute limit		

Objective 5. Wollensak 1500 Tape Recorder — NC MC

a. proper threading
b. proper hardware connections
c. proper control adjustment for headsets
d. within 5 minute limit

Objective 6. Viewlex V-25 Filmstrip/slide Projector

a. proper insertion of filmstrip element
b. proper focus
c. proper elevation
d. proper framing
e. proper use of cooling control (30 seconds)
f. within 4 minute limit

Objective 7. Viewlex V-25 Filmstrip/slide Projector

a. proper insertion of slide element
b. proper projection techniques (avoid keystone effect; maximum use of screen space)
c. properly oriented image
d. proper focus adjustments
e. proper elevation adjustments
f. proper framing adjustments
g. proper cooling adjustments
h. within 4 minute limit

Objective 8. Opaque

a. Proper loading technique
b. project copy for proper viewing (avoid keystone effect; maximum use of screen space)
c. proper use of focus control
d. proper use of elevation control
e. proper use of pointer control
f. within 2 minute limit

Objective 9. Overhead

a. proper positioning of transparency
b. project image for proper viewing (avoid keystone effect; maximum use of screen space)
c. proper focus adjustment
d. proper elevation adjustment
e. within 1 minute limit

		NC	MC
Objective 10.	8mm Film loop		
	a. proper insertion of cartridge		
	b. proper projection techniques (avoid keystone effect; maximum use of screen space)		
	c. proper focus adjustment		
	d. proper framing adjustment		
	e. proper elevation adjustment		
	f. removal of cartridge		
	g. within 5 minute limit		
Objective 11.	Videotape Recorder Playback		
	a. proper threading technique		
	b. proper playback technique		
	c. proper rewind technique		
	d. proper adjustment of monitor controls		
	e. within 5 minute limit		
Objective 12.	16mm, Viewlex V-25 filmstrip, or Overhead		
	a. proper safety precautions exercised in bulb removal		
	b. proper installation techniques		
	c. within 4 minute limit		

University of Toledo

312:320

Modules 08, 09, 10: Multiunit Organization and Individually Guided Education

Fall 1973 Revision/Nussel

Preface

These three modules constitute a module cluster dealing with school organization particularly the multiunit school. One pre-test, with 10 questions related to each module will be given at the outset of the cluster. Test-out will be accomplished at the 80% level of competency (AC) and 90% is (MC). Similar criteria over similar material will constitute evaluation of the post-test which will be presented after all three modules have been taught. Individuals may test out of any or all 10 question sub-tests.

312:320

Module Eight

I. Department/Context: Instructional Organization

II. Major Subject Area: Multiunit Organization and Individually Guided Education

III. Topic: The Context of American Public Education

IV. Title: American Public School System

V. Prerequisites: Modules 5, 6

VI. Objectives:

A. Terminal Performance Objecitves

Given instruction respecting the organization of public education in the United States the student will correctly identify with less than 20 percent error

1. that education is a local responsibility supplemented by state and federal support,
2. that funding is derived from a variety of sources,
3. that school systems are organized into hierarchial bureaucracies.

B. Enabling Objectives

1. Given a description of a problem situation regarding a poverty ridden school district the student will identify areas of control relative to local, state and federal authorities.
2. Given various school system titles the students will organize same into a bureaucratic model.
3. Given a value conflict over control mechanisms the student will offer a response based upon legal decisions.

VII. Concept Statements:

A. American education is characterized by

1. local control by an elected board of nonprofessionals,
2. local economic support supplemented by state and federal aids,
3. universal, free, compulsory education, and
4. comprehensive education
5. development of pupil services other than instructional--e.g., guidance, psychological and health services, transportation, extracurricular activities,
6. provision and maintenance of facilities,
7. maintenance of effective school-community relations, and
8. selections, development and evaluation of supportive and educational staffs.

B. American education is funded by

1. local property and sales, taxes,
2. state aid from state property, income and sales taxes,
3. federal grants and federal aids,
4. foundation grants, and
5. student fees.

VIII. Learning Activities:

1. In respect to enabling objective #1 an inquiry oriented discussion will attempt to "solve" the following problem.

   A local, rural school has been declared a fire trap and there are no available funds to construct a new building.

2. Order the following school district officials into a bureaucratic model. (enabling objective #2)

   unit leader
   teacher
   director of elementary education
   director of secondary education
   assistant superintendent for personnel
   various subject matter supervisors
   assistant superintendent for finance
   director of community relations
   superintendent
   principal
   assistant principal
   director of research
   director of federal grants

3. In the Oregon Case (1927(the Supreme Court declared that "a child is not a creature of the state" and struck down an Oregon statute which ordered that all children attend public schools. In small group discussions react to a role play that will be enacted in which a parent of a private school child feels that she should not pay tuition. Members of the group will offer an opinion(s) and share same with class. (enabling objective #3)

IX. Materials:

A few texts are suggested but the library has many others in the general category of introduction to education.

Grambs, Jean D. and McClure, L. Morris. Foundations of Teaching: Teaching: An Introduction to Modern Education, New York, Holt, Rinehart and Winston, Inc., 1964.

Hahn, Robert O. and Bidna, David B. Secondary Education: Origins and Directions, New York, The Macmillian Company, 1965.

Mayer, Frederick. Foundations of Education, Columbus, Ohio, Charles E. Merrill Books, Inc., 1963.

Noll, James Wm. and Kelly, Sam P. Foundations of Education in America: An Anthology of Major Thoughts and Significant Actions, New York, Harper and Row, Inc., 1970.

Nussel, Edward J., Sprandel, Charles W., and Repashy, Allen J. An Introduction to the Foundations of Education: A Book of Readings (second edition) Dubuque, Iowa, Wm. C. Brown Book Company, 1968.

Pounds, Ralph L. and Bryner, James R. The School in American Society, New York, The Macmillan Company, 1959.

Stone, James C. Schneider, Frederick W. Foundations of Education: Commitment to Teaching (second edition), New York, Thomas Y. Crowell Company, Inc., 1971.

Westby and Gibson, Education in a Dynamic Society: A Contemporary Sourcebook, Philippines, Addison-Wesley Publishing Company, Inc., 1972.

X. Evaluation:

Pre-test and post-test will be a 30 question multiple choice examination.

The bureaucratic model will be completed.

Group reports on case study will be completed.

In every instance student is reminded to examine concept statements for support.

312-320

Module Nine

I. Department/Context: Instructional Organization

II. Major Subject Area: Multiunit Organization and Individually Guided Education (I.G.E.)

III. Topic: Organization of a Multiunit School

IV. Title: Organization of a Multiunit School

V. Prerequisites: Module Eight

VI. Objectives:

A. Terminal Performance Objectives:

Given instruction respecting the organization of a multiunit school the student will develop and present a model of such a school having an enrollment of 600 children and 20 teachers. Unit levels will be identified, numbers of children per unit will be specified and teacher specializations will be designated at a 100% competency level.

B. Enabling Objectives:

1. Students will role play an Instructional Improvement Committee (IIC) meeting which will demonstrate:

   a. ability to solve a particular problem,
   b. ability to interact with peers,
   c. facilitative behavior of principal.

2. Students will identify above behaviors by anecdotal referencing without error.

VII. Concept Statements:

A multiunit school organization is designed to facilitate the following processes:

1. instructional decision making,
2. individually guided education,
3. cooperative planning,
4. experimentation and research,
5. assessment of characteristics of each child,
6. development of objectives,
7. selection of content and activities,
8. placement of each child in appropriate activities.

VIII. Learning Activities:

1. Films - "One at a Time Together"
   "I.G.E. Learning System"
   "I.G.E. Planning System"

   Use stops for small group discussion.
2. Students will role play I.I.C. meeting.
3. In field setting students will observe I.I.C. meeting.

IX. Materials: Education Comment 1971 and 1972.

I/D/E/A films

X. Evaluation:

Development of multiunit model will be evaluated on criteria indicated in the objectives.

312:320

Module Ten

I. Department/Context: Instructional Organization

II. Major Subject Area: Multiunit Organization and I.G.E.

III. Topic: Operation of a Multiunit School

IV. Title: Operation of a Multiunit School

V. Prerequisite: Module 9

VI. Objectives:

A. Terminal Performance Objectives:

1. Given instruction in regard to cooperative unit planning the student will demonstrate through a role play that a planning meeting of teachers can reach consensus on a curriculum problem.

2. Given instruction in respect to organizing instructional modes in a multiunit school, the student will divide a simulated class of 100 children into learning modes which demonstrate

- a. one-to-one
- b. two-to-one mode
- c. small group mode
- d. large group mode

In each instance student is to record why the choice was made for particular children and explanation of learning activity will also be necessary.

VII. Concept Statements:

The following are functions of the building principal,

- a. exert leadership to provide a cooperative atmosphere in the school,
- b. exert leadership in curriculum development,
- c. exert leadership in organizing the educational media center,
- d. exert leadership to provide a strong school-community relationship
- e. assume responsibility for building maintenance and for providing adequate facilities, materials and equipment,
- f. serve as chairman of the Instructional Improvement Committee.

The unit leader assumes responsibility for the following:

- a. that he is responsible for guiding, training and assigning non-certified personnel, such as teacher aides, instructional secretaries, interns and student teachers.
- b. that he is responsible for coordinating instructional activities, research and development activities and efforts of the personnel in the unit.
- c. that he acts as a liaison between the building principal, other units with the building, and the parents.
- d. that he assumes leadership for assessment activities in the unit.
- e. that he assumes leadership for monitoring the progress of each child in the unit.
- f. that he assumes leadership for solving instructional problems.
- g. that he assumes leadership in solving personnel which may arrive in the unit.
- h. that he chairs the unit meeting.
- i. that he accepts membership in the Instructional Improvement Committee.

The teacher in the multiunit school carries out the following functions:

- a. assuming the responsibility for the learning program of a large number of children.
- b. planning and executing instruction with other unit members.
- c. formulating, and clarifying instruction objectives for each child.
- d. assessing the child's characteristics and learning progress, using formal and informal techniques.
- e. designing and executing a program based on the assessment of each child.
- f. experimenting with new instructional procedures, and materials.
- g. participating in curriculum development activities.

The teacher aide is responsible to:

- a. the building principal.
- b. the instructional unit.
- c. assist the instructional unit in the following areas,
    - 1) the physical setting: Lighting; ventilation, cleanliness, instructional materials and supplies.
    - 2) caring for children: clothing, in the building, supervision on the playground, and gymnasium and lunchroom.

3) the instructional program: assisting in one-to-one, small group and independent study activities, helping children secure materials and locate information, correcting student papers, providing reinforcements.
4) materials: typing and reproducing teacher made materials, assisting with audiovisual materials, mechanical devices and programmed instruction.

The aide also carries out the following tasks:

a. keeping attendance records.
b. collects and records.
c. duplicates materials.
d. keeps inventory records.
e. types and files.

VIII. Learning Activities:

The class will view the film The Unit Meeting and record examples of disruptive behaviors. Discussion will follow film stops.

Students will divide into units and role play unit reaching consensus on a problem (obj. #1). This same "unit" will make determinations for grouping children after viewing filmstrips

"Performance Testing and Observation"
"Learning Modes"

Student will participate in a field experience in which an opportunity is presented that will enable the student to work with children in the various learning modes.

IX. Materials: I/D/E/A Materials.

X. Evaluation: Role plays will be subject to peer appraisal.

University of Toledo

312:320

Module 11: Instructional Systems Design

Fall 1973 Revision/Gentry

312:320

Module 11

I. Department/Context: Educational Media and Technology/ Educational Technology

II. Subject/Topic: Technology in Education

III. Title: Instructional Systems Design

IV. Prerequisites: None

V. Overview: This module is designed to give you a speaking acquaintance with a systematic approach to instructional design. It attempts to remove some of the mystical and demoniac qualities asserted by the charletans and pseudo-humanists of the educational marketplace, to reveal an important decision-making tool for teachers. Through this tremendous waste of energy so typical of teachers' unsystematic use of their skills.

Going through this module won't make you an expert designer of instructional systems, but it should provide the essential concepts and skills needed to begin using this powerful tool, and to permit an objective analysis of existing instructional systems, including the one you are in now.

VI. Behavioral Objectives

A. General Objectives:

1. You should understand what a systems approach is, and how it relates to teaching and those environmental factors that effect teaching.

2. You should be aware of the reasons, for and against, using a systems approach in making instructional decisions.

3. You should be aware of the basic concepts, rules and techniques of a systems approach, that can be used by teachers for analyzing and designing instruction.

4. You should learn how to apply the minimally essential concepts, rules, and techniques of systems to some representative instructional problems.

5. You should, by the completion of this module, have sufficient information to objectively decide whether systems concepts and techniques represent a useful tool for you as a teacher, and to rationally defend your position.

B. Specific Objectives:

1. Given a randomly ordered set of definitions, to select out the definition most representative of a systems approach, without error. (Activities: 2, 4, 5).

2. Given a brief description of an instructional system, and a randomly ordered set of statements, to separate the statements into three catagories; as part of the suprasystem or environment, as a subsystem, or as an unrelated system, without error. (Activities: 5)

3. Given randomly ordered lists of activities, to match the appropriate activity with the instructional development system stage or function, with no more than 10% error. (Activities: 4, 5)

4. Given a randomly ordered set of characteristics, to check those that are representative of a systems approach, with no more than 10% error. (Activities 4, 5)

5. Given a specific instructional development or in[illegible]tional management problem, and given a list of the nine functions [illegible]e model systems approach used in this module, plus a randomly ordered set of activities related to the problem, to match the activities with the appropriate function, without error. (Activities: 3, 4, 6)

6. Given reasons for using or not using a systems approach to develop or manage instruction, and given randomly ordered statements either agreeing with or refuting those reasons, to select the most logical statement, based on conditions in the schools and the classroom, without error. (Activities: 2, 4)

VII. Instructional Activities:

1. Take the pretest. If successful, go on to the next module. If not successful, continue the following activities.

2. Read "The Mythology of the Systems Approach."

3. Study the handout "The Instructional Development System."

4. See/hear the slide/tape "Introduction to the Systems Approach."

5. Work through the self-instructional program "What you Always Wanted to Know About Systems."

6. Complete the "Systems Approach Application Exercise," and bring it with you to the first small group seminar that you attend.

7. Attend one or more scheduled, small group seminars.

8. Complete the Postassessment. If successful, begin the next module. If successful, determine problem areas, study appropriate materials, see your advisor, if necessary, and re-take the Postassessment.

THE MYTHOLOGY OF THE SYSTEMS APPROACH

by Cass Gentry

Educators are a frustrated bunch. They try so hard to do right. They will do almost anything to solve the Big Problem. For them, the Big Problem is "to make it possible for their students to learn the things they need to know." That simple sounding quote is really so complex that it makes educator's teeth ache, just thinking about it. Many of them refuse to think about it. They take refuge in their subject areas, ignoring the relationship between what they do, and all of the rest of the forces operating on students, in and out of school. For the most part these recluses play the old teacher game called "I am a book, read me if you can." It's hard to be a winner in that game. A second game-player goes the entertainment route. He depends a lot on the kids' sense of humor. His laugh meter tells him what he needs to know.

Other educators, who don't buy the recluses' or the entertainer's retreat, have bumps on their heads. They acquire these by bumping their head against the wall surrounding the Big Problem. Looking for a solution to the Big Problem requires one to begin asking such hurtful questions as; "what should students learn, how do they learn, under what conditions do they learn, what does the teacher do in the learning process, how does the teacher and the student know if the student has learned?" From this sample an infinite number of other questions could be, and have been generated. And, all of these questions have been answered, by experts. Except, the experts rarely agree. Ask ten experts how students learn, and expect ten different answers. Even when they appear to agree, a little extra digging soon unearths the mind-blower that they have different meanings for the same terms, and sometimes, the same meaning for different terms. So what's a teacher to do???

He looks for panaceas, is what he does. He looks for a Big Simple Solution to the Big Problem. And Big Simple Solutions are available. Education draws snake-oil artists the way honey draws flys. Name your ache, they have a cure. Most of us discover that their clever packaging doesn't really solve the Big Problem, but that doesn't disturb the P. T. Barnums of the world. They know that another "one" will be along in a minute.

The systems approach has been touted as a panacea among other things. The other things aren't always nice. It has also been called mechanistic, inhumane, and an instrument of the devil. For an idea that few people can state clearly, that's flying pretty high. There are two polar groups that talk most about the systems approach. At one end of the continuum you find the packaging specialists whose job it is, to make it pretty for you. They extoll its' virtues in language you can't understand, but which has great appeal, none-the-less. At the other end you have the Defenders of Christmas Past. These ladies and gents will do all kinds of things to protect the Status Quo. Asking them to change their good thing, is like asking the Rothchilds to share their wealth (for those of you on the look-out for bigots, substitute Rockefeller). These magicians are masters of indirection. They cry foul, no matter what the play. They often assume the cloak of humanism. The rest of us are somewhere in between and somewhat between.

Despite the quarrels surrounding the systems approach, some of us with a lot of bumps on our heads, feel that there are some saving graces to the systems idea. We don't think it's a panacea, and we do believe that it has some potential for Evil-In-The-Classroom. But we think that under certain constraints the systems approach can be one of the most powerful tools in the educators's skimpy arsenal (we take a certain amount of pride in our mixed metaphores).

The key word in our declaration is "tool." Systems is a shovel to dig in your garden, a hammer to drive your nail, a rocket to get you to the moon. Like any tool it can be misued. For example, you could use your shovel or hammer to knock-off old ladies. You could use your rocket to deliver a critical mass of plutonium 293 to your neighbor's backvard. A lot of educators have misused thesystems approach, some deliberately, and some because they couldn't read the Hong Kong directions. Because, systems concepts can legitimately be complex. Some systems techniques are so complex that they boggle the untutored, and sometimes the tutored, mind. But those of us who have attempted the use of systems in solving the Big Problem, have found that the basic systems tool can be applied profitably at varying levelsof sophistication.

Up to now we've been fairly clever in talking all around systems without giving it any real substance. How would you pick one out of a crowd? To give this dissertation a little more class, "what are its' defining characteristics?" Let us turn you off with a few of the textbook definitions before facing up to what a system really is:

> "A system is an integrated assembly of interacting elements, designed to carry out cooperatively a predetermined function."[1]
>
> "A system consists of a set of components arranged to perform some wanted operation."[2]

Put another way, "a system is a process for solving problems." The SYSTEMS APPROACH is a particular process that educators have adopted to solve problems. A system is made up of components, each designed to deal with a particular aspect of the problem. Each component uses appropriate techniques for carrying out its' part in solving the problem.

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[1] Frank W. Babghart. Educational Systems Analysis. MacMillan; N.Y. 1969, p. 26.

[2] I. G. Wilson and M. E. Wilson. Information, Computers, and System Design. Wiley; N.Y. 1965, p. 3.

Hopefully, the last paragraph burned away part of the fog. We all have problems, and we all have systems for solving them. So what's new? Alas, we don't use our systems for solving problems systematically. Lost again? Perhaps a sample system will reduce the confusion.

To take a non-educational example, consider a transportation system. The purpose of transportation system is to get people and things to where they need to be, efficiently and effectively. Most of us have suffered the frustration of bumper-to-bumper traffic in the city at the end of a work day. We know how a disabled car can affect traffic flow, at that time. We have also tasted bile at the end of a trip when we've discovered a lack of parking spaces (downtown, or dare I say, on campus). This is as good a time as any to point out the different uses of the word system. When we say transportation system, or school system, we are talking about a system that is hopefully the solution to a problem. That is, it solves the problem of transporting people and things, or it solves the problem of educating students. But when we speak of the systems approach we are using the term differently. In this case we are talking about a process to solve problems of existing systems, or to develop new systems for solving problems. For example, the problem of crowded highways was temporarily solved by the systems approach which developed the expressway concept. The systems approach is being used to examine such problems of existing educational systems as; why Johnny can't read, why kids drop out, how to keep them in, and how to prepare teachers to teach.

If you were able to sort out the differences between an existing system created to solve a problem, and the systems approach which designs the system to solve the problem, then we are in fat city.

We need to keep our promise about showing you a sample system. But we ask you to keep in mind that there are systems approach experts, too. Each of those experts has a special version of what components should be in a system. Fortunately for us, it doesn't matter. They are all saying pretty much the same thing. Just different words. Once you understand the concepts you can make use of any of them, or if you please, invent your own.

So, our system might have the following components:

Define Component	- a component consisting of techniques for defining the problem to be solved.
Design Component	- a component consisting of techniques for designing alternative solutions to the problems.
Develop Component	- a component consisting of techniques for developing the solution to the problem.
Implement Component	- a component consisting of techniques for implementing the solution to the problem.
Assessment Component	- can you guess?
Revision Component	- techniques for revising the solution based on the data from assessment, right?

The study of how the techniques embodied in the components of a systems approach are systematically applied to solving educational problems, is what the rest of this module is all about. All we promise when you have finished is that; you will be aware of what the shovel is for, a little bit about how to use it, a bare smidgin about how to design your own, and a vague notion about how to evaluate one.

That's not as bad as it sounds, since the program you are in has been developed through a systems approach. You will have a lot of fun using your new knowledge about systems, to criticize ours.

WHAT YOU ALWAYS WANTED TO KNOW ABOUT SYSTEMS

by Cass Gentry and Darryl Yorke

This program is designed to make you familiar with several systems, concepts, rules, and techniques which have proven useful to teachers and to other educators responsible for instructional development.

The program makes use of programmed instruction techniques which requires regular responses from you, and which provides you with immediate knowledge of the correctness of your responses. If you have not previously learned through the programed instruction method, you may be inclined to look ahead to the answers provided, without writing your own answers first. The evidence indicates that by making your own response before looking at the program answer, your understanding and retention will be significantly greater. The two short self tests in the program are provided for your information about how well you have learned the concepts, rules and techniques.

This program has been used with other students and modified on the basis of their recommendations. While it is much improved as a result of the useful feedback thus provided, the authors recognize much additional revision must take place, before it can be labeled a valid and reliable teaching instrument. For this reason we ask that as you notice inaccuracies, or ambiguous passages that you indicate the problem in the margin of this program. After you have completed the program, it will be collected, and your comments will be carefully studied.

Now please begin the program. Remember to respond to the program exercises before looking ahead to the correct answers. Good luck!

The "systems approach" doesn't exist, but many "systems approaches," do. As you may be aware, there are many complex definitions of systems available, but put simply, a systems approach is a problem-solving process that organizes decision-making systematically, so that one relates all of the relevant factors in a given problem, at the time when they need to be related. While the many systems approach models appear to be different, they all depend on the same basic concepts, rules, and techniques.

Teachers have found a systems approach to be a very useful tool, once they have come to understand and apply the few basic concepts, rules, and techniques to a particular systems model.

Despite all of the bally-hoo there is no one model of the s____________ a__________. But all of them do have in common basic c__________________. r_________, and techniques.

----

systems approach
concepts, rules

Nowadays, no matter which rock is turned over, one is likely to find a critic of education and of teaching. As in the case of religion and politics, everyone feels free to speak like an expert when the subject of teaching comes up. No one really disagrees about the importance of religion, politics, or education, but there is great difference across the land about the "goodness" of decisions made in the name of any of these three. We believe that all three suffer from the same conditions, leaders in these fields seldom analyse, systematically; what it is that should be done. The means chosen for accomplishing their fuzzy goals, are often confused, and techniques for checking how well the method worked in accomplishing the goal are either ignored, inadequately carried out, or hidden in someone's head. As long as those conditions prevail, the appearance of doing something is probably as acceptable as a genuine accomplishment. A systems approach attempts to replace the folklore, underpinning most of our teaching practice, with the *systematic application* of what we know through research and experience about learning.

A ________ ________ includes a set of techniques for precisely specifying the purposes of our teaching, for selecting among alternative teaching strategies, and for determining changes that need to be made to make our teaching strategies more *effective* and *efficient*.

---

systems approach

The concepts of efficiency threatens many educators, partly because they're not sure about how to make their teaching more efficient, and partly from a genuine concern that administrative efficiency may take precedence over student needs. The latter could and does happen, of course, and over-emphasis of administrative efficiency needs to be controlled, but we are more concerned with *teaching* and *learning* efficiency. Consider the number of times that a teacher finds it necessary to repeat a particular instruction, or the number of times a student has to practice a particular learning behavior, regardless of whether he learned the behavior on the first trial, or still hadn't learned after many trials. Think of all the students who graduate without being able to read adequately or to use basic arithmetic skills in his every day life. Or think about the youngster who did understand early, but had to go through the same activity again and again, either because many of his slower fellow students didn't pick up the understanding, or because the teacher wasn't aware of all of the other times the students had been subjected to the same activities. That's the kind of inefficiency that is so wasteful of our teachers' and students' time.

A systems approach greatly increases the efficiency of t______________ and l___________. Given that a systems approach is a tool for s____________ p______________, and that it is as valid for solving instructional problems as any other, let us examine some of the characteristics necessary to a systems approach.

---

teaching, learning
solving problems

A system is part of a larger environment, that can and may effect the desired functioning of the system. this larger____________________is sometimes called the suprasystem. For example, if the galaxies were the system being considered, then the suprasystem or the __________would be the universe.

---

environment
environment

By the same token, if the car is the system under consideration, then the ________, or the environment, would be transporation. Or if the classroom is the system we are looking at, then the suprasystem could be the school. On the other hand, if the system were the school, then the ____________could be the school district. The suprasystem for our school district, to carry our example a step further, would be the State Department of Education.

---

suprasystem
suprasystem, or environment

The point that is important to remember is that the determination of the suprasystem depends on the system we are studying. The same condition holds for subsystems or components. If the car was the system we were concerned with, then some of its subsystems, or _____________, would be steering, motor, transmission, and heating subsystems. The Major parts that make up a system then, are called either _____________ or _____________.

---

components
components or subsystems

In like manner, the seating, devices for presenting information, air conditioning, student response devices are ___________ or ___________ of the physical system called the classroom.

---

subsystems, components (order not important)

A system may be open or closed, depending on the amount of interaction with, and exchange of information and energy with its' environment. China, during many years of its' history, did not permit foreigners to enter its borders, nor its citizens to leave. To the degree its leaders were able, all communication and trade was cut off. These conditions made China a c____________________ system. The Romans, on the other hand, imported and exported goods to most of the major nations. The Romans were constantly trading ideas as well, whether architectural, philosophical, militarial, or artistic. Rome would be considered an ________________ system.

---

closed
open

A classroom may also be labeled an open or closed system. The self-contained classroom that depends primarily on the resources within a classroom to the exclusion of most of the resources in the system's environment or ______, is called a/an _____________ system.

----

suprasystem
closed

Of course, a classroom may be designed to take advantage of external resources. For example, classrooms which emphasize discovery learning, or individualized instruction, would have to call on all of the resources available, inorder to provide the many kinds and numbers of experiences required to carry our such strategies. Such classrooms would be termed _______________ systems. _____________ systems tend to change and adapt to new conditions and requirements more readily than do _______________ systems.

----

open
open
closed

Unfortunately, the large majority of our public school classrooms fall into the static, or _________ system category. Because of the strong defenses built up by such systems, much time and effort is required to get new ideas adopted. However, by being aware of characteristics of open and closed systems, teachers are better equipped to identify what must be done to change static systems into ______________ systems.

----

closed
open

All systems are purposeful, whether or not they use the same approach. They are designed to insure some desired outcome or output. They are considered successful to the degree they can effectively and efficiently produce that desired outcome. Unfortunately, many systems do not clearly define their desired outcomes. That is, they do not state their outcomes so that they can be measured with any precision. Schools are notorious for their ambiguous statements of purpose. The existence of most industrial systems depends on their knowing precisely how to measure their products, and the efficiently with which the product was produced.

The systems approach requires the statement of measurable objectives. In education we call these ______________ objectives. We would all agree that it is much easier to precisely define the outcomes of an automobile production system than it would be for an educational system, but that doesn't make it less worth doing.

---

behavioral, measurable

Every system has built-in limitations and options. Usually, the limitations are called constraints, and the options are called controllable variables. A sad discovery by researchers is that many teachers who have been practicing for years, may have only a limited knowledge of the constraints they are operating under, and the options that are available to them. In many cases, it has been found that what appeared to be a limitation or ____________ was something over which the teacher could exert some control.

---

constraint

If a teacher has no choice, but to teach a particular grade, or to use a particular textbook, or to teach a specified number of hours, then all of those things would be called ____________. However, if she were able to choose the grade that she would teach, the textbook that she would use, the grading system that she considered best, the hours that she would teach, then those would be called ______________.

---

constraints
controllable variables, options

In a profession where resources are hard to come by, a clear knowledge of the systems _________ and ____________ is necessary if the teacher is to take maximum advantage of her resources for teaching.

---

constraints (order not important)
controllable variables, options

A unique characteristic of the systems ___________ is that at least two alternative means for accomplishing a desired outcome, must be analysed and compared in terms of effectiveness and efficiency. Few teachers know how to make such a comparison. Most do not consider such a role appropriate, if they consider it at all. But the determination of the respective costs and benefits of two or more ___________ for solving and instructional problem have allowed those teachers practicing such comparison, to greatly extend the effect of their meager resources.

---

approach
alternatives

As an example, there are numerous methods of instruction of which drill, field experience, lecture, programmed instruction, project, recitation, role play, and seminar, are but a few. Suppose that a teacher had some objectives that could be met either through lecture or through self-instruction (this learning program would be an example). What are the constraints and options that you need to consider in choosing between these two ____________? Suppose we consider the time variable. If teacher presentation time is limited, but independent study time for students is not, then it would appear that the self-instructional program is the best ______________. If, however, the time or cost of procuring or developing the self-instructional program is excessive, it may be more desirable to choose the lecture _______________. On the basis of this kind of trade-off between cost and benefit, the teacher is able to choose the __________ which provides the most effective learning at the least cost of her limited resources.

---

alternatives
alternative
alternative
alternative

By now you are aware that a ____________ consists of functions that cooperatively contribute their inputs toward the desired __________ of the system. The operator of an instructional system (the teacher) requires continuous information about how well the individual functions are efficiently and ___________ accomplishing the purposes of the system. The mechanisms set up to provide this information are called feedback mechanisms.

---

system
output, outcome
effectively

By providing the operator of the system with information about how well the functions are being carried out, the ___________ mechanism makes it possible to adjust the functions for maximum effectiveness and ___________. The techniques for acquiring information on the effectiveness of a systems functions, and for making that information available to the teacher when she needs it, are key factors in making sure that a teaching-learning system improves. One of the most obvious feedback mechanisms, and most used (misused?), is the teacher-made test. But there are a multitude of others, including; rating scales, checklists, questionnaires, interviews, self-evaluation measures, peer nominations, and projective devices, not to mention standardized instruments. Feedback has become so important that a whole new science has grown up around it, called cybernetics. More formally, cybernetics is called the science of communications and control through feedback. Useful improvement of instructional ____________ can only occur through continued application of the empirical data (supported through experience or experimentation) provided by ____________.

----

feedback
efficiency
alternatives
feedback, cybernetics

The improvement or revision of our instructional alternatives is a necessary condition for the systems approach. Most systems improve through successive approximations. Few instructional systems begin as perfect systems, and even if they did the changes in constraints and options over time would make them imperfect. To continually improve, a system must be revised using the empirical data provided by ___________. Successive approximation means coming closer and closer to a model of student learning effectiveness and efficiency, after each r______________.

----

feedback
revision

Probably one of the best aids to revising an instructional system, is a match among objectives, methods, and criteria for accomplishing the objectives. That is, each of the instructional objectives must be matched with the methods chosen for teaching the objective, and the test items for determining how well the objective was met. This __________________ among objectives, methods, and criteria provide the teacher with hard information about which components are not functioning properly, and which ones are. The ______________-____________-_____________ match can tell the teacher and student where, in the instruction, that they are being unsuccessful.

----

match
objectives-methods-criteria

The systems approach requires that the criterion items (test items) relate specifically to the behavioral objective, rather than a specific method or teaching material. Teachers often relate their ___________ items to a particular page in a book, or to what a particular person might have said, as evidence that the student has acquired the desired behavior. This means, that if teachers choose a new or more adequate material to teach the same objective, they must then rewrite their criterion items. Since this is a difficult and time-consuming task, it usually goes undone, or is done inadequately; or the teacher sticks with poor methods and materials because they do not have time to change the ___________ items.

criterion, tests
criterion, tests

Finally, systems are synergetic. This is another way of saying that the whole is greater than the sum of its' parts. More specifically, there are effects resultsing from the interaction of the components of a system, which are not predictable from examining the individual components. These effects may be detrimental or beneficial in terms of the planned outcomes of the system. Engineers are often made aware of this phenomenon; the automobile that mysteriously develops an undesired vibration at high speeds, a suspension bridge which collapses because of reciprocating harmonics caused by a strong crosswind, or the crack that suddenly appears in the retaining wall of a dam. An understanding that an instructional system is s____________, serves to alert teachers who try out new systems, that effects not predicted may occur. The __________ mechanisms, which compare input with output should be designed to point up synergetic effects.

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synergetic
feedback

University of Toledo

Course 312:320

Module 12: Observation of a School Instructional Unit

Fall 1973 Revision/Elsie & Snyder

Module 11

Initial Observation Module

I. Department/Context: IO

II. Subject/Topic: Multiunit Organization and IGE

III. Title: Observation of School Instructional Unit

IV. Prerequisite: none

V. Purpose: This module contains two parts. The first part gives the student a focus for becoming acquainted with his (her) school and his (her) assigned unit. The second part directs the student to some of the behavior characteristics of the student he will work with in the first content area participation modules and to the general classroom atmosphere.

VI. Objectives:

A. General

The student will become familiar with the unit operations and will observe and become acquainted with a child for Math Modules.

B. Behavioral

1. First Observation Visit

Given the observational setting the student will record a data sheet to include:
a) Name of school
b) Name of principal
c) Names of unit leaders, teachers, and aides
d) Unit organization and management

2. Second Observation Visit

Given the observational setting the student will:
a) Do a fifteen minute At Task observation on the child assigned by the unit leader (See At Task Guide Sheet). Write an interpretation of the data collected.
b) Do a 20 minute observation of the classroom social atmosphere and answer the following questions:
  1) What are the roles of the unit members (adults and children)?
  2) What kinds of statements and questions did the adults direct toward the children, the children toward the adults and the children toward the children?
  3) Analyze the relative amount of movement and activity choice available for the children.
c) Participate in a post observation discussion at the school.

VII. Pretest: none

VIII. Treatment

1. The students will be subdivided into groups and assigned to units.
2. The school staff will decide on the numerical distribution.
3. The University supervisors will distribute maps and directions.
4. Visit 1: The students will meet at the school for a short orientation by the principal and the unit leaders. They will carry out their first observation assignment.

   Visit 2: The University instructors will explain the At Task observation procedure. University team members will then pantomime At Task and Off Task behavior while the students practice the observational procedure. This should be done before the day of the observation so that the students will have time for additional practice (in the library or other appropriate settings). On the day of the observation the students will report directly to their units and complete the observation assignment.

IX. Materials:

Module directions
Observation Module Data Sheet: First Visit
Observation Guide: Second Visit
2 At Task Data Sheets

X. Criteria:

Reports will be checked to be sure all tasks have been completed and all questions answered. Such reports will receive TC. When omissions occur reports will receive I and be returned to the student to be completed.

Observation Module Data Sheet: First Visit

Student's Name ______________________________ Date ________________

School ______________________________________

Principal ___________________________________

Unit Leader _________________________________

Teachers ____________________________________

____

____

Aids ____

____

____

Description of unit organization and management:

Observation Guide Sheet: Second Visit

At Task Observation

At the top of your report please write your name, the name of the child observed, the date and the activity in which the child is participating. Then write a brief interpretation of the At Task data collected (1/3 to 1/2 page). Attach your At Task Data Sheet.

The purpose of the At Task Observation is to obtain some information regarding the child's ability to attend to the appropriate school task (whatever it happens to be at the time). Behaviors are coded in four general areas:

A = At Task

P = Passive Behavior (such as daydreaming, staring at other children, or looking up as evidence of distraction.

T = Talking with neighbors or talking out of turn or when otherwise inappropriate.

M = Motor (such as playing with objects, out of seat when not appropriate, hitting, throwing, etc.).

Record every three seconds starting at the upper left box and going down each column in turn. Add up the number of instances of each category and find the percentage of each in the total.

At Task Data Sheet

Observer's Name ______________________________ Date ________________
Child's Name ________________________________

Behavior	Total Frequency	Percentage of Total
A		
P		
T		
M		